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ABSTRACT

In November 2000, the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, convened an Issues Meeting focused on Rate-Setting Policies: Ensuring Access and Improving Quality. The meeting brought together state child care administrators and others for discussions on conducting effective market rate surveys, tiered reimbursement and special needs rates, and interpreting survey data to develop rate policies, reimbursement rates and parent fees, and other innovative subsidy strategies. This report provides an overview of each presentation conducted during the issues meeting. The overviews are organized in the following areas: (1) using market rate surveys to develop rate policies; (2) the survey sample; (3) the survey instrument; (4) using market rate surveys to collect additional data; (5) ensuring accurate data: the role of the provider; (6) cost studies; (7) interpreting and using survey data to develop rate policies; (8) tiered reimbursement and rates for special needs, school-age care, and informal care; and (9) relationship between rates, parent fees, and other innovative strategies. Four appendices include the agenda, presenter list, participant list, presenter handout list, and sample of state surveys. (KB)

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Rate Setting Policies: Ensuring Access and Improving Quality

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Issues Meeting Proceedings

July 2001

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Rate Setting Policies: Ensuring Access and Improving Quality

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Introduction

On November 28-29, 2000, the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services (HHS), convened an Issues Meeting focused on Rate-Setting Policies: Ensuring Access and Improving Quality. Held in Washington, DC, the two-day forum brought together State Child Care Administrators, federal agency staff, and representatives from national organizations, universities, research institutions, child care programs, and resource and referral agencies to examine different approaches to conducting market rate surveys and to learn more about how rate-setting policies impact access to and the quality of child care in communities throughout the United States.

The purpose of the Rate-Setting Policies meeting was to bring together State Child Care Administrators and others for in-depth discussions and sharing of best practices on:

- Conducting effective market rate surveys,
- Tiered reimbursement and special needs rates,
- Interpreting survey data to develop rate policies,
- Reimbursement rates and parent fees, and
- Other innovative subsidy strategies.

These topics were especially important as states prepared for their 2001 State Plan submissions. (New regulations issued by HHS in July 1998 require that states "conduct local market rate surveys no earlier than two years prior to the effective date of their current CCDF plan."[1])

This document provides an overview of each presentation conducted during the Issues Meeting (brief summaries along with presenter names are also included in this introduction as a reference). Appendices include the Issues Meeting agenda, presenter list, participant list, presenter handout list, and a sample of state surveys.

A forthcoming companion document, *Conducting Market Rate Surveys and Establishing Rate Policies*[2], provides a brief overview of the market-based approach and a discussion of the problems and possibilities in conducting market rate surveys and setting rate policies for the administration of the subsidized system.

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1 U.S. Department of Health and Human Services, Administration for Children and Families, 45 CFR Parts 98 and 99, Child Care and Development Fund; Final Rule, p. 39988, section 98.43(c).

2 *Conducting Market Rate Surveys and Establishing Rate Policies* (forthcoming), Karolak, Collins, Stoney, National Child Care Information Center, May 2001.

Proceedings Summaries

Introduction: Using Market Rate Surveys to Develop Rate Policies

Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Stoney provides an overview of market rate surveys and of child care rate setting activities conducted by states.

The Survey Sample: Which Providers to Survey, How Many and Why?

Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network, San Francisco, CA
David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research, University of Texas School of Social Work, Austin, TX

The speakers explore such issues as who should conduct the market rate survey as well as exactly who should be surveyed. Several key points emerge during this discussion: one, states should draw samples using the smallest geographic boundaries possible; two, getting a high response rate is crucial; and three, if possible, when conducting a random sample, use a statistician to help draw the sample.

The Survey Instrument

Deborah Lyons, Ph. D., Director, Center on Applied Research and Urban Policy, University of the District of Columbia, Washington D.C.

Dr. Lyons discusses design and implementation of survey instruments in order to get optimal results, summarizing the survey's four main purposes. She also elaborates on types of questions, question formats, and issues related to leading or threatening/sensitive questions.

Using Market Rate Surveys to Collect Additional Data

Linda Mills, Consultant, Mills and Pardee, Concord, MA
Eric Karolak, Ph.D., Budget/Policy Analyst, Ohio Legislative Budget Office, Columbus, OH

The speakers share the results of two different types of survey instruments and show how the data collected broadens their understanding of child care markets in their respective states.

Ensuring Accurate Data: The Role of The Provider

Susan Eckelt, President, National Association for Family Child Care, Tulsa, OK
Lynn White, Executive Director, National Child Care Association, Conyers, GA
Kerry Moser, Executive Director, Catholic Charities Office of Child Care, Providence, RI

This session looks at market rate surveys from the child care provider's perspective. To get accurate data and a high response rate, the speakers suggest reaching out to the leadership of

family child care associations, involving child care center directors in development of the survey, and being aware of appropriate times to call centers and family child care homes for survey input.

Cost Studies

Jana Fleming, Ph.D., Investigator, Frank Porter Graham Child Development Center, Chapel Hill, NC
Jason Sachs, Early Childhood Services, Massachusetts Department of Education, Malden, MA

Child care providers and state policymakers need to be able to measure the actual *cost*—not the price—of providing child care. Speakers in this workshop address this need, providing an overview of research underway at the Frank Porter Graham Child Development Center in Chapel Hill, NC, and of a cost quality study being conducted by the Massachusetts Department of Education.

Interpreting and Using Survey Data To Develop Rate Policies

Peggy Ball, Division of Child Development, North Carolina Department of Health and Human Services, Raleigh, NC
Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development, District of Columbia Department of Human Services, Washington DC

Market rate survey data can help state child care administrators accomplish any number of objectives, from setting rates to expanding access to supporting high-quality care. This session explores how to translate data into payment rates and looks at how specific market rate surveys have led to revised rate setting policies in North Carolina and the District of Columbia.

Rate Adjustments: Tiered Reimbursement and Rates for Special Needs, School-Age Care, and Informal Care

Abby Cohen, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA
Pam Browning, Public Policy Liaison, National School-Age Child Care Alliance, Chevy Chase, MD

Speakers address rate adjustments, including special needs rates, tiered reimbursement for high quality, informal care, kith and kin, odd-hours care, and school-age care, explaining why such adjustments are necessary when costs for certain types of care cannot be addressed within the market rate structure.

The Relationship Between Rates, Parent Fees, and Other Innovative Strategies

Gina Adams, Senior Research Associate, Urban Institute, Washington D.C.
Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

This session explores how state policies and practices shape what providers receive in terms of reimbursement, discusses the impact on parents of fees and rates, and highlights several states with innovative rate-setting policies.

Introduction: Using Market Rate Surveys to Develop Rate Policies

Speaker:

- Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Stoney provided an overview of market rate surveys and of child care rate setting, addressing the following questions:

- What is a market rate survey?
- When did states begin conducting market rate surveys, and why?
- What is the 75th percentile?
- What is the relationship between market rate surveys data and the rate policies established by states?

Stoney also stressed the importance of understanding the relationship between direct subsidies (grants or contracts to child care programs) and indirect subsidies (vouchers or certificates to help parents pay fees). According to Stoney, raising the reimbursement rate isn't the only way to make child care affordable. In some cases, raising public rates forces programs to raise private rates and, in the end, can make child care too expensive for moderate- and middle-income families. Stoney encouraged states to explore the feasibility of developing financing strategies that combine portable and direct subsidies in the same program.

The Survey Sample:
Which Providers to Survey, How Many and Why?

Discussion Leaders:

- Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network, San Francisco, California
- David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research, University of Texas School of Social Work, Austin, Texas.

Shelley Waters Boots stressed the importance of thinking carefully about who should conduct the market rate survey and allocating sufficient resources to get the job done. California surveys about 37 percent of the total population, or about 14,000 providers. The scope of this project, which requires the equivalent of two and a half full-time staff, includes conducting overall survey design, data analysis, and writing the report. In addition, the California Child Care Resource and Referral Network spends about $250,000 to contract with a survey research firm to do data collection (about 30 staff do data collection.) The key issue is making sure that you have staff with the expertise and the credibility to do the job.

Ms. Boots also addressed the issue of thinking carefully about who you survey. For example, what types of care are included? Who is excluded, and why? California excludes child care programs that serve 100 percent subsidized children and that are under contract with the state to serve those children. They exclude these providers because their rate is not set by the market, but rather is negotiated by the state. California also excludes informal, unregulated child care providers and Head Start programs.

Ms. Boots explored the pros and cons of using administrative data to collect information on rates (e.g. using the rate data that child care resource and referral agencies (CCR&Rs) collect as they are building their referral databases). Even though the resource and referral agency does the market rate survey, they do not use administrative data to set rates. Instead, they use the list of providers that CCR&Rs compile in their databases to draw a sample of providers; they then hire a separate survey research firm to conduct telephone interviews with each of these programs. California does not use administrative data from the CCR&Rs because it could not ensure that the rate data was gathered in a consistent, uniform, nonbiased way, that each provider was asked exactly the same questions and that data were entered in exactly the same way. Ms. Boots stressed that the primary goal was to get a *representative sample* that accurately reflects the prices of child care in a given and defined market.

Dr. Dominguez provided information on the sampling strategy used by the Center for Social Work Research. The Center uses a telephone system called Computer Assisted Telephone Interview (CATI). Telephone operators ask each center or family child care provider to provide the rate for each segment of the population. Mr. Dominguez also explained the importance of understanding sampling error in order to ensure the accuracy of the rates used to set reimbursements.

Several key points were raised during this discussion:

- All child care is local, and prices can vary widely within a small geographic area, depending upon the type of neighborhood where the program is located. In general, the smaller a jurisdiction, the more likely one will be able to accurately reflect the price of care. To this end, states should draw samples using the smallest geographic boundaries they can realistically handle. Smaller areas can then be collapsed into larger areas for the purpose of setting rates. But by gathering data in small areas, the state is at least able to see how and where rates vary.

- Getting a high response rate is crucial. States must make every effort to get a large percentage of the programs they sample to respond. California has a 71 percent response rate. They work very hard, calling back programs that don't respond, oversampling by 15 percent to make sure they have a long enough list of potential providers, making appointments with providers to fill out the form and calling them in the evenings or on weekends if necessary.

- If you are doing a random sample rather than contacting all of the providers in an area, use a statistician to help draw the sample. Many universities have statisticians on staff who are willing to work with the state.

The Survey Instrument

Speaker:

- Deborah Lyons, Ph.D., Director, Center on Applied Research and Urban Policy, University of the District of Columbia, Washington DC

Deborah Lyons spoke about the purpose, objectives, and design of the survey instrument, summarizing its four main uses. One, the survey instrument is used to translate survey objectives—so you must know precisely why you're surveying before you design the instrument. Two, the survey instrument is used to ask pertinent questions. Three, the survey instrument is used to record the survey responses—so it's important to think of the instrument as a recording document. Finally, the instrument is also significant because it guides the data entry.

Dr. Lyons discussed the importance of thinking carefully about how you phrase questions, and of pretesting the instrument with different types of providers before beginning the survey. Information is gathered by telephone, so those individuals conducting the interviews need to be carefully trained to ensure uniformity.

One participant asked how states can be sure that responses to the survey are accurate. Dr. Lyons responded that one way to check reliability is to ask for information you already have and to see if the answer you get matches. For example, she will ask the provider to give her capacity data, hours of operation, and other information that has already been collected in a database. If these two sources don't match, she goes back and takes another look at all of the answers on the survey form. Shelley Waters Boots commented that one way they address this concern in California is to ask the same question several times, in different ways, and see if the answers they get are consistent. Another way to check the accuracy of data is to review the numbers as a whole during the analysis period. Rates generally cluster within a certain range. Rates that are significantly above or below this range are suspect, and might be excluded from the survey.

Using Market Rate Surveys to Collect Additional Data

Discussion Leaders:

- Linda Mills, Consultant, Mills and Pardee, Concord, MA
- Eric Karolak, Ph.D., Budget/Policy Analyst, Ohio Legislative Budget Office, Columbus, OH

Eric Karolak shared the results of a rate survey that included questions on payment procedures. The Ohio legislature asked the Legislative Budget Office to study the child care payment system (in other words, how the subsidy is delivered to providers), and to make recommendations specifically with regard to the feasibility of a prospective payment system. The Lead Agency in Ohio invited the non-partisan legislative research office to include its payment-system related questions in part of the state's market rate survey. Ohio surveys all licensed providers by mail and conducts a telephone survey of three percent of family child care providers. While both the agencies shared data, each was independently responsible for the development of specific questions for the mail survey of licensed providers. The result was a 62-question, 14-page survey instrument that yielded a response rate of only 51.6 percent.

Providers were asked not only to rate various alternative payment systems and methods, but also to relate their experience with existing payment procedures. Survey results showed 70 percent of invoices/vouchers were processed within 30 days, but 28.4 percent of providers participating in the subsidized child care system had experienced a "cash flow crisis" resulting from delayed or incomplete reimbursement from the county offices that administer the subsidy in Ohio. The budget office also arranged focus groups and elite interviews and learned that, despite testing questions in advance, the survey should have asked "What percentage of your invoices are *paid in full* in 30, 60, or 90 days?" The budget office learned that while invoices are processed quickly, they're subjected to a verification process that accounts for authorized hours, eligibility, and other items, which can reduce the invoiced amount and result in what amounts to delayed payment to the provider once all is said and done. In the case of one provider studied in detail, invoices for 123 service-weeks were finally approved as much as a year after service had been provided and the invoices initially submitted and subjected to review. Dr. Karolak observed that the "the rate itself is not the end-all and be-all in terms of the revenue side of the picture for providers," but is affected by payment procedures also.

Linda Mills, who conducted the market rate survey for Vermont, had a very different experience. She found that providers were very willing to respond to a broad array of questions on the child care market—resulting in 78 percent response rate. (It is important to note, however, that the survey conducted by Mills and Pardee included a number of incentives to respond promptly. For example, a reward of $500 was offered to the three CCR&Rs that generated the highest percentage of survey responses. And providers who returned their survey instruments promptly were eligible to participate in a drawing for prizes such as 20 coupons for $50 worth of child care materials and supplies and a free spa weekend.)

In addition to rate data, the Vermont market rate survey gathered information on:

- Qualifications, wages, benefits, and working conditions of child care providers.
- Characteristics of licensed child care centers and homes (e.g. hours, services, and accreditation status).
- Current enrollment and populations served.
- Some provider-subsidized costs.

By gathering such a broad array of data, the Vermont Child Care Services Division was able to understand the child care markets in the state in new ways. For example, the survey showed that centers accredited by the National Association for the Education of Young Children (NAEYC) were among the largest centers in the state, were the centers that paid the highest salaries, had more highly educated staff, and charged higher rates. When they looked at rates by county, they learned that market rates varied tremendously from one county to another. In some counties, the local market rate was as much as 34 percent higher than the state rate (Vermont sets a single, statewide rate ceiling), while in others it was up to 9 percent lower than the state rate. In sum, Vermont concluded that doing such a broad survey provided them with well-documented, credible information that can help with making decisions on a variety of child care policies.

Ensuring Accurate Data: The Role of The Provider

Discussion Leaders:

- Susan Eckelt, President, National Association for Family Child Care, Tulsa, OK
- Lynn White, Executive Director, National Child Care Association, Conyers, GA
- Kerry Moser, Executive Director, Catholic Charities Office of Child Care, Providence, RI.

Susan Eckelt began by giving the audience a sense of what it is like to be a family child care provider who receives a market rate survey in the mail:

> I'm a family child care provider, so the only time I am not directly supervising kids is during naptime, which is when I try and get caught up on paperwork. During this time, I would be planning activities for the next day, planning curriculum, making sure I have the appropriate materials. I would be looking at my menus and writing out grocery lists. I would be writing daily notes to the parents of the children that I care for on how their day is going, how many times they've gone to the restroom, what they have eaten for the day …
>
> Then I update my child care food program data, making sure that I have accurate attendance records, and that I have recorded what I have fed the children, and how much. I record payments from the parents, the attendance records, I respond to phone calls from prospective clients. If there is time before the children wake up, I may pick up that survey to review those questions. Although I realize the information is a very important thing, the last thing I really need or want at this point is another 10 back-to-back page survey….

Ms. Eckelt told the group that she had sent out an e-mail to the NAFCC board, which represents family child care providers across the United States, and wasn't prepared for the overwhelming response she received (despite the fact that it was Thanksgiving and she gave them a one-week turnaround time). By a large margin, the family child care providers reported that they never really understood why their state was conducting a market rate survey or what the information was going to be used for. Family child care providers who did not care for subsidized children reported that they didn't respond to the survey because they thought it was irrelevant to them. ("What's in it for me? This is not going to make a difference to me in my daily life as a family child care provider.")

Providers in states that used CCR&R agencies to collect the data reported that they were hesitant to participate because they were afraid that the agencies would use this information to give to the parents calling in looking for child care. They therefore did not give accurate data. Others said that the survey was not user-friendly. They didn't understand exactly what the questions were asking or how rates would be converted.

Some of the providers admitted that they submitted lower fees than they actually charged, suspecting that the information was going to get back to the IRS.
To get accurate data from the providers, it's important to reach out to the leadership of family child care associations. Let them review the proposed surveys and the accompanying letters that are going to be sent out with these surveys. Be sensitive to the times when they are able to attend the meetings, and to the fact that they lose money when they leave their programs. Most importantly, try to answer the child care provider when she says, "What is this going to do for me?"

Lynn White also sent an e-mail to her membership asking for input, and also got a large response rate. Most of her members reported that they preferred a mail survey (although they admitted that they often do not respond to mail surveys in a timely fashion), and that the single largest barrier to completing the survey is time. They also stressed the importance of asking to speak with the right person—the director or the financial manager. They suggested calling during nap time, and never calling between 3:30 p.m. and 6 p.m. Ms. White agreed that involving child care center directors in development of the survey was an excellent idea. She also suggested developing tools and training to help providers calculate accurate rates, adapting state payment policies to reflect the way the market operates (for example, pay by enrollment not attendance).

Kerry Moser concurred with many of the comments made by Ms. Eckelt and Ms. White. She stressed the complexity of running a child care center and the difficulty of setting rates that accurately reflect the cost of care:

> I've been in administration for a long time … I've run nursing homes; I've run 24-hour facilities for fragile children … and none of those are as complex as child care.

Cost Studies

Discussion Leaders:

- Jana Fleming, Ph.D., Investigator, Frank Porter Graham Child Development Center (FPG), Chapel Hill, NC
- Jason Sachs, Early Childhood Services, Massachusetts Department of Education, Malden, MA

Market rate surveys measure the *price*—not the cost—of child care. Increasingly, child care providers and state policymakers want to be able to measure the actual cost of providing child care. This workshop was intended to address that need.

Jana Fleming provided a brief presentation on research that she is currently conducting on the actual cost of producing child care. She began by stressing the importance of being clear about exactly what expenses—and what revenues—are included in calculating the cost of care. A summary of the expense and revenue information gathered as part of the FPG cost studies is included in this report.

A 40-page financial data form must be completed by each program that participates in the FPG cost study, a task that has proven to be very difficult. In most cases, FPG has had to send a staff person out to the center to explain how to fill out the form. Many of the child care programs that participated in the study did not have all of the necessary financial information needed, so FPG staff had to work with them to create the data, or they have had to use data of questionable validity.

Dr. Fleming noted, however, that FPG is doing a similar study with NAEYC-accredited child care centers in Chicago, and the process is running much more smoothly. The providers there are having an easier time completing the form and working with FPG staff.

The key issue in ensuring broad participation in cost studies is helping programs understand why they should fill out the form. How will it help them? FPG has learned that the process it developed for gathering budget information has helped programs to think critically about how to structure their budgets and maintain cost information. Several program participants, who were reluctant to participate at first, told FPG staff that in the end, the process was very helpful to them. Jana noted that a more effective way to do cost studies might be to develop a financial data collection form, then provide on-going training and technical assistance with programs on records-management and bookkeeping, and then give the programs a year or so to implement the new financial procedures. After a year or 18 months, the research team could go back in and gather uniform data from all the programs, analyze it, and estimate an actual per-child cost.

Dr. Fleming also noted that she is currently working with child care center directors and owners to help streamline the financial instrument and focus on the most critical pieces so

that it is easier to complete. Additionally, she is working with a group in Chicago to adapt the form to collect costs in public prekindergarten programs.

Jason Sachs reported on a cost quality study that is currently being conducted by the Massachusetts Department of Education. The study includes five surveys, which focus on center-based child care (e.g. child care and Head Start centers), family child care providers, school-age child care programs, public school prekindergarten programs, and parents. The surveys—which are referred to as Community Profiles—are being conducted by 40 of the Community Partnership Councils (CPCs) in Massachusetts. (Participation has been very strong. The state only asked for 20 CPCs to participate and they got 40 volunteers.) The goal is to answer four key questions:

- What is the quality of community-based early care and education for preschoolers?
- What is the relationship between the family income of children served and the quality of care provided?
- What are the costs of community-based early care and education for preschoolers?
- What is the relationship between quality and cost?

Mr. Sachs shared a copy of the center-based child care survey, which gathers information on program characteristics, auspices, population served (including ages of children, child and family demographics), fees, facility costs, services provided to families (e.g. health and other comprehensive services, transportation, etc.), accreditation status, staffing, wages, turnover, curriculum, staff development, parental involvement, technology, budget, and revenues.

In addition to the paper surveys, the department is conducting program evaluations using the Infant Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) and doing individual interviews with programs to gather cost data.

Although the data are still being analyzed, the study has already produced some interesting results. Parents are paying for most of the care, and they are paying a significant percentage of their income—27 percent if they are at the median income and using full-time center-based care. Turnover in center-based care is more than 40percent of teachers and 65 percent of assistants. And child care centers with large numbers of subsidized children are paying their teachers less than centers with fewer subsidized children.

Interpreting and Using Survey Data To Develop Rate Policies

Discussion Leaders:

- Peggy Ball, Division of Child Development, North Carolina Department of Health and Human Services, Raleigh, NC
- Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development, District of Columbia Department of Human Services, Washington DC

Peggy Ball began the discussion by stressing the importance of being clear about your goals when conducting a market rate survey. Do you want to set rates or do you want to expand access as well? Do you want to give incentives for higher-quality care? Do you want to support existing quality? Do you want to collapse rates? Simplify? Market rate survey data can help state child care administrators accomplish all of these objectives.

North Carolina conducts a census survey of all regulated child care, rather than drawing a sample. The state collects data by county and by level of license (North Carolina has a five-level licensing system), which allows policy staff to look carefully at the relationship between the price of care and the level of the license. The last time the state did a survey (which was in 1997 and had an 85 percent response rate) the licensing system had only two levels. But the survey showed a 35 percent to 40 percent difference in rates between the two levels. That was helpful information for budgeting and planning purposes. In short, North Carolina child care market rates are closely tied to the state's rated licensing system because that is the state's goal: to support higher quality care and make it accessible to low-income families.

Barbara Kamara explained that the District of Columbia funds child care in contracted child care centers and homes as well as through vouchers. Both groups of providers receive the same rate, based on the market rate survey, although contract centers do not have the parent fee portion subtracted from their rate. The District is currently in the process of conducting a new market rate survey.

The last market rate survey was completed in 1998. In addition to questions on the price of care, the survey included a number of other questions designed to help the Office of Early Childhood Development (OECD) make policy decisions. For example, OECD learned that 58 percent of infant slots and 60 percent of toddler slots were purchased through vouchers but that 75 percent of the preschool slots were in contracted care. They also learned that a majority of providers were willing to expand, but that they needed financial assistance for renovations and equipment. As a result, the District allocated funds for equipment and began to work more closely with banks to secure funds for facilities.

The 1998 survey also demonstrated a need not only to raise rates but also to restructure them. To respond to this need, OECD established a rate-setting task force, which included providers of all types as well as representatives from military child care and the

federal government centers. They prepared a series of recommendations, which included implementing a tiered reimbursement system; establishing rates for foster parents, children with disabilities, and Temporary Assistance to Needy Families (TANF) recipients; and revising co-payments. Deborah Lyons, who conducted the DC market rate survey, presented findings to the rate-setting task force. She also did a presentation for the OECD staff, because staff who administer child care subsidies often do not understand the child care market. These presentations were helpful in ensuring that everyone was on the same page and understood the data.

As a result of the survey, the rate-setting task force, and a lot of internal evaluation, DC has begun to revise its rate structure. A new tiered reimbursement system has been established, a new toddler rate was added to the reimbursement schedule, and DC has continued to work on other sources of revenue to subsidize costs like staff development, equipment, and facilities.

Rate Adjustments: Tiered Reimbursement and Rates for Special Needs, School-Age Care, and Informal Care

Discussion Leaders:

- Abby Cohen, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA
- Pam Browning, Public Policy Liaison, National School-Age Child Care Alliance, Chevy Chase, MD

Abby Cohen gave a brief overview of rate adjustments, including special needs rates, tiered reimbursement for high quality, informal care (kith and kin), and odd-hours care. She explained that rate adjustments are necessary when you cannot address the costs for certain types of care within the market rate structure. Children who have special needs, and may require extra supervision or special equipment, are one example. It is not possible to rely on a market rate survey to gather information on the price of this type of care, since charging a higher price might be a violation of the Americans with Disabilities Act (ADA). States have developed several different ways to establish a rate adjustment for children with special needs. Some simply add a flat dollar amount onto the standard rate. Others base the adjustment on a percentage of the basic rate. Some have developed tiered systems with flat rates for various degrees of severity (mild, moderate, and severe). And some states determine the adjustment on a case-by-case basis and do an individualized assessment of the child's needs.

Ms. Cohen spoke in more detail about what is required under the ADA and the importance of breaking the link between the cost of providing care to children with special needs and what private, fee-paying families can afford to spend on child care.

Twenty-four states and the District of Columbia currently have some form of tiered reimbursement rate for higher quality. Most states rely on national accrediting bodies to assess and monitor compliance, although a few have their own systems. Most typically, tiered reimbursement mechanisms include paying higher quality programs a percentage, or a flat dollar amount, over the standard rate. A number of issues were discussed, including establishing effective standards or measures of quality, determining the amount of the bonus, monitoring quality, and ensuring that accreditation support is available.

Many states have established a lower rate for informal, unregulated child care. In most cases, states pay these providers a percentage of the regulated family child care rate.

One participant also noted that states are experimenting with tiered reimbursement rates in a variety of ways. Some states, for example, are paying a higher rate for infant care to providers who agree to serve fewer children or who attend a special infant care training program. Others are paying higher rates to centers with directors that have a director's credential or other staff with higher qualifications.

Pam Browning led a discussion of school-age child care. She stressed that most school-age child care programs cannot collect fees high enough to cover their costs, so some form of subsidy is necessary. Many families will not apply for individual subsidies (vouchers or certificates) for school-age child care because the co-payments are so high that the amount they receive in subsidy isn't large enough to make it worth the time and paperwork. Market rate surveys also frequently misrepresent costs in school-age child care because the programs themselves don't report the real costs. Ms. Browning further noted that the National School Age Child Care Alliance has a new accreditation system, and that state support for achieving accreditation is important.

The Relationship Between Rates, Parent Fees, and Other Innovative Strategies

Discussion Leaders:

- Gina Adams, Senior Research Associate, Urban Institute, Washington D.C.
- Louise Stoney, State Technical Assistance Specialist, National Child Care Information Center, Vienna, VA, and Early Childhood Policy Consultant

Gina Adams reported on the Urban Institute's Assessing the New Federalism Project and the lessons that have been learned about child care subsidies. She focused her remarks on two key points:

Implementation Matters – The way that states implement policies can have a profound impact on the outcome. For example, the rate might be $100 per week per child, but that doesn't mean that the provider actually gets this amount if they don't comply with all of the other rules and regulations, such as parent fees. Most states subtract parent fees from the rate before they reimburse the provider. But what if the provider can't collect that fee from the parent? Quite a few of the providers the Institute spoke with said that they had just given up on trying to collect fees from low-income parents. Other issues are absence policies and "units of service"—that is, how the day is defined. Low-income parents often have transient work environments, so they move in and out of jobs a lot. That makes reimbursement for the provider even more difficult.

In seeking to address these issues, key questions to ask include: At what point is the family authorized for care? How does the provider know? Is there clarity about that communication? And communication flows two ways. Are the providers reading the paperwork they are sent? Is the state getting the paperwork out on a timely basis? Things often fall apart, and the bottom line is that the provider doesn't get paid. Often, it has nothing to do with the rate.

Provider Fees Matter – Many states allow providers to charge parents the difference between the rate ceiling and the amount the provider actually charges. This is done to ensure that parents have maximum choice, but the net result is that parents can get hit with double fees—the state portion and the provider portion.

Ms. Adams also talked about the importance of staff training, caseloads, and the idea of "billing collaboratives," through which providers could come together so that they could have more efficient billing and paperwork transactions with the state.

Louise Stoney concluded the conference by reminding the group that establishing a market rate ceiling is only one part of the picture. The bottom line, for all child care providers, is how much money they receive each month. The per-child rate shapes this reimbursement, but there are many other factors that influence it as well, including additional provider fees, rate differentials, units of service, absence policies, etc. Ms.

Stoney also mentioned examples of states that pay for child care through a combination of portable and direct subsidies. These include Wisconsin's Quality Improvement Grants Program, Vermont's Quality Bonuses, the Washington State Wage Ladder, North Carolina's WAGES initiative, and New York State's campus-based child care program. She also spoke briefly about the Comprehensive Child Development Program, which Texas developed several years ago but has since discontinued.

List of Appendices

Appendix 1. Presenter Handouts List and Handouts
Appendix 2. Agenda
Appendix 3. Presenter List and Final Participant List
Appendix 4. Sample of State Survey Materials

APPENDIX 1

Presenter Handouts List and Handouts

(in order of appearance on meeting agenda)

David Dominguez
- "Market Rate Survey Methods: Sampling Issues"

Shelley Waters Boots
- "Regional Market Rate Studies: The Survey Sample: Who to Survey, How Many and Why?"
- "RMR Survey Methodology"
- "California Childcare Resource and Referral Network Regional Market Rate Survey Population"
- "CCCRRN RMR2001 Tasks"

Deborah Lyons
- "The Survey Instrument"
- "2000 Market Rate and Expansion Capacity Survey: Child Care Providers in the District of Columbia"
- "Housing Status of Family Child Care Providers in the District of Columbia"

Linda Mills
- "Beyond a Market Rate Study: How we can learn more about our child care system"

Eric Karolak
- "Ohio Legislative Budget Office: Child Care Payment System Report Summary"

Lynn White
- "Rate Setting Policies: The Role of the Provider in Partnership with State Administrators"

Jana Fleming
- "Rate Setting Policies Presentation: Cost Studies: Financial & Program Characteristics Data"

Jason Sachs
- "Center & Head Start Survey"

Peggy Ball
- "Interpreting and Using Survey Data to Develop Rate Policies"

Barbara Ferguson Kamara
- "Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia"

Abby Cohen
- "Rate Adjustments"

"Market Rate Survey Methods: Sampling Issues"
David Dominguez, Ph.D., Center for Social Research, University of Texas at Austin

Slide 1

Market Rate Survey Methods:
Sampling Issues

[redacted]

Overview of the Texas Experience

Slide 2

Presented by
David Dominguez, Ph.D.

- Post-Doctoral Fellow
- The Center for Social Work Research
- The University of Texas at Austin
- Phone: 512-471-7596
- E-Mail: drdominguez@mail.utexas.edu

Slide 3

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- Lein@mail.utexas.edu
- Carol Lewis, Ph.D.
- Center for Social Work Research
- 512-471-9219
- Carolmarie@mail.utexas.edu

Slide 4

A Report in Four Sections

- Sampling Strategy
- Survey Methodology
- Problems that Emerge
- [illegible]

Slide 5

Sampling: A Texas Example

- Large State
- 240 Counties
- 28 Regions
- Within each region different types of care:
- Type of facility
- Age of child
- Part-time, Full-time

Slide 6

Sampling: Types of Care

Type of Care	Definition	Number of Children
Licensed Day Care Center	Licensed by the state to care for	Over 12 children
[illegible]	Regulated by the state to care for	Up to 12 children
Family Day Home	Regulated by the state to care for	Up to 6 children

Slide 7

Sampling: Ages of Children

- Infants: 0-17 months
- Toddlers: 18-35 months
- Pre-School: 3 through 5 years
- School-Age: 6 years and older

Slide 8

Sampling: Hours of Care

- Full-Time Care: More than 6 hours daily
- Part-Time Care: Six hours and under daily

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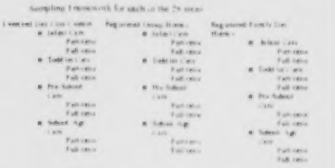
Slide 9

Sampling: Listing of Cells



Slide 10

Sampling: Drawing the Sample

- Representative sample of each type of care
- Difficulties with scarce types of care
- Sampling related to percentile rates most likely to be used
- Use of sampling consultant
- Draw on your common sense

Slide 11

Sampling: Scarce Types of Care

- Most facilities deliver several types of care
- In our survey we ask each facility about each kind of care they deliver.
- Some kinds of care are extremely scarce:
  - Part-time infant care
  - In some areas, all part-time care

Slide 12

Survey Methodology

- Identifying the sample
- Contacting the sample
- Interview instrument
- Telephone survey
- Data recording
- Analysis

Slide 13

Methodology: Sample Identification

- Draw sample from entire population:
  - Draw randomly
  - Check sample for "stable" number
- Allow for non-respondents:
  - Unreachables
  - Refusals
  - "Duds"

Slide 14

Methodology: Sample Inclusion

- Include:
  - All licensed registered care except—
- Exclude or do analyses with these excluded:
  - Head starts
  - Heavily subsidized care
  - Short day educational programs

Slide 15

Methodology: Contacting the Sample I

- Letter First:
  - Establish sponsorship
  - Outline project
  - Create expectation of call
- Telephone Interview:
  - Refer to letter
  - Explain again

Slide 16

Methodology: Contacting the Sample II

- Try to reach all respondents:
  - Daytime, Evenings, Weekends
  - Use calling to set appointments
- Encourage all respondents to reply:
  - Answer questions
  - Be prepared to send letter again (FAX, mail)
  - Allow informal responders to talk to supervisor

Slide 17

Methodology:
Interview Instrument I: Rates

- Ask about rates for each category
- Ask about extra fees
- Ask number of children in each category
- Prepare to deal with exceptions:
  - Discounts
  - Family, sibling rates

Slide 18

Methodology:
Interview Instrument II: Extras

- Extra questions of interest:
  - After hours care
  - Sick care
  - Care for children with disabilities
  - Facility accreditation
  - Extra services offered
  - Staff ratio

Slide 19

Methodology:
Interview Instrument III: Comments

- Allow for unusual information:
  - Create comment fields
  - Encourage entry of comments
- Enter additional detail
  - Unusual fees
  - Unusual discount structures

Slide 20

Methodology: Telephone Survey

- REASONS FOR EXCLUDE
- No Longer Provides Child Care
- Refuses
- Repeatedly breaks appointments to interview
- Cannot be reached by telephone
  - Phone disconnected
  - Incorrect phone number
  - Language barrier

Slide 21

Methodology: Data Recording

- Reminder: Only with complete and accurate data recorded has a facility been sampled!
  - Trained interviewers data entry
  - Mechanized data entry system
  - Check for accuracy in data system

Slide 22

Methodology: Analysis

- Reminder: In the analysis, relevance of sample is important —
  - Who is absent from sample?
  - Who is excluded?
  - Who has incomplete or divergent data?

Slide 23

Methodology: Scarce Care

- Scarce Care Formula
  - The ratio of local part-time infant care to local full-time pre-school care is equal to The ratio of statewide part-time infant care to statewide full-time pre-school care

Slide 24

Problems: Foreign Language

- Interviewers must speak languages reasonably fluently
- Interviewers must record misunderstandings in detail
- Differences among language groups must be noted

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Slide 25

Problems: No-Fee Providers

- Note providers who charge no fees.
- Use comment section to record reasons.

Slide 26

Problems: After-School Care

- After-school care is part-time, but morning and afternoon care costs more than just afternoon care.
- Heavily subsidized care often dominates a community's after-school care market.
- Use comment section to record variations in type of care and subsidy.

Slide 27

Problems: Scarce Care

- Some kinds of care are scarce:
  - Infant care
  - Part-time care
- Rates for scarce care are not so reliable.

Slide 28

Problems: Summer Camps

- Summer camps are used for school-age care.
- Summer camps are not licensed as child care facilities, so rates are not included.

Slide 29

Problems: Different Groupings

- Children may be grouped differently:
  - Different ages
  - By toilet training
  - In family groups

Slide 30

Problems: Head Start as an Anomaly

- Some communities have many Head Starts.
- Head Starts charge high rates.
- Parents don't pay head start rates directly.

Slide 31

Concluding Comments I

Slide 32

Concluding Comments II

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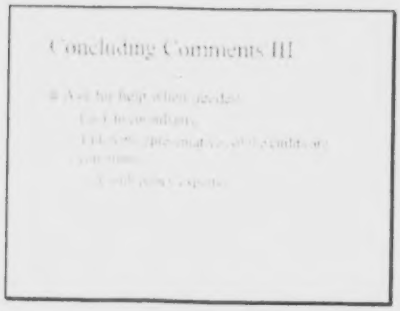
Slide 33



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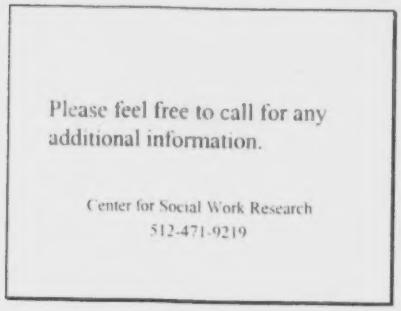

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"Regional Market Rate Studies: The Survey Sample: Who to Survey, How Many and Why?"
Shelley Waters Boots, Research Director, California Child Care Resource and Referral Network

Slide 1

REGIONAL MARKET RATE STUDIES

The Survey Sample: Who to Survey, How Many and Why?

November 28, 2000

Slide 2

Overview

- Who should conduct the survey?
- Defining the population
- Where to draw the sample
- Getting a representative sample
- Why all the trouble (and cost?)

Slide 3

Who Should Conduct the Survey

- Who has the staff/resources?
  - FTEs needed to manage survey
  - plus contract with survey research firm
- Who has the expertise?
- Who gives the study credibility?

Slide 4

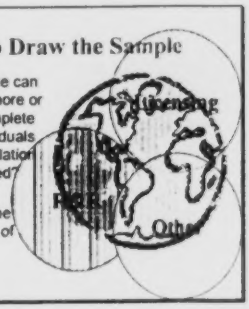
Defining the Population

- First, How do you define your population?
- Types of care: child care centers, family child care homes, licensed-exempt facilities and in-home providers?
- Who to exclude? Based on the overall question- what does a market rate measure?

Slide 5

Where to Draw the Sample

- What source can give you (more or less) a complete list of individuals in the population to be studied?
- What are the drawbacks of each list?



Slide 6

Using R&R Data as a Source

- **Two Models:**
  - using administrative data on rates charged
  - or using lists from R&R's to draw sample

Opportunities	Challenges
- Relationship with provider community- Trust leads to better response rates	- Bias or *perception of bias*
- More up to date data than other sources	- Questions of timing and standard questions
	- Conflicts of interest /organizational goals

Slide 7

Problems with Source

- Providers in the list that you don't want
- Providers you want to survey, but can't find?
  - i.e., informal providers
    - Setting rate adjustments
    - Smaller surveys
    - Finding them on other lists or in other studies

Slide 8

Getting a Representative Sample

GOAL

- *a representative sample that reflects the prices for child care (including different types and age groups) in a given and defined market.*

Slide 9

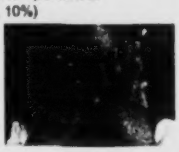
Representative Sample

- First, need to define the child care market.
  - Is it a county, a zip code, a census block, a city, region or grouping of counties?
- Should reflect similar geographic, economic or demographic conditions.
- Then, think about how many people in each of these areas you need to talk to.

Slide 10

Representative Sample: myths

- All you need is a certain percent of the population (i.e., 10%)
- Look for a typical or established sample size for a given population
- Calculate based on desired sampling error (I'm willing to be 2 percent off)



Slide 11

Representative Sample

- Sampling Error explained:

  You want to be confident that the statistics you generate from your sample are similar to what you'd find if you talked to everyone in the population.
- For Example:

Gallup Poll: Nov 5-6, 2000
of 2,386 likely voters

Gore 45% Bush 47%
Nader 4% Buchanan 1%

Slide 12

Representative Sample: sampling error

Gallup Poll: Nov 5-6, 2000
of 2,386 likely voters

Gore 45% Bush 47%
Buchanan 1%

+/- 2 percentage points.

- Need to think about all the subgroups for all the ceilings you want to create- you want to try and ensure that there are enough providers in each of the subgroups

Slide 13

To Avoid Pitfalls of Sampling

- Think about other potential errors, in population, response rates, etc. Large samples do not fix every problem.
- Understand your analysis plan. How are you going to use the numbers? What are the subgroups?
- No one right way or "quick and dirty" way of selecting a representative sample.

Consult a statistician

Slide 14

Why All the Trouble and Cost?

Market Rate Surveys can help:

- Ensure accuracy of rates used to set reimbursements
- Create an accepted method of determining rates outside of the political or budgetary climate
- Ensure that low income families have access to a sizable portion of the market
- Decrease the influence of subsidies on the larger child care "market"

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RMR Survey Methodology

A Brief History

For the last 13 years, the California Child Care Resource and Referral Network has been the contractor responsible for conducting the Regional Market Rate Survey (RMR), first under the Department of Social Services, and since 1989 under the Department of Education. A market rate survey, mandated in federal law, is a study designed to gather information from providers about what they currently charge parents for child care and what the "going rate" for child care is in their community. The State then uses this information to determine a *ceiling*, or a top price at which they will reimburse eligible families for their child care costs. Prior to conducting the survey, reimbursement rates were established through income disregards for welfare participants -- which were significantly lower than the rates for child care across the state. Since providers and families had no guarantee that the ceiling the State set for families' child care costs would reflect the actual rates for care or the fluctuations within the market for child care, the Network and the Child Care Law Center lobbied both in Sacramento and Washington DC for the use of a market rate study. This study would guarantee that families needing assistance with child care had the chance to buy into most of the child care market in their community.

The Way the Survey is Conducted

The Network begins its work on the market rate survey in the fall by collecting the names of all the licensed family child care homes and centers from each of the 61 local resource and referral agencies. From that list of active providers, a *sample* of family child care homes and centers within each county is selected randomly.

A sample is a group of providers which, if chosen randomly, tends to be representative of the whole population. For this survey, we have a target sample for both family child care providers and centers.

After the names are chosen, the list is sent to a research polling firm that makes telephone calls to all of the selected providers. Those providers then answer the questionnaire and their responses are tallied with others within their county and region. If, for whatever reason, a provider on the list does not answer the survey[1], then another provider is randomly chosen to replace her or him.

After all the responses are gathered, the data are sent back to the Network to be double checked for accuracy and analyzed. A few things to note in the analysis of the data:

1. Rates charged by providers are calculated by gathering the rates, and then sorting them into a number of different *categories or groupings of similar respondents*.
   In California, the categories are:

Type of Facility:	either Centers or Homes
Schedule:	either Full-Time or Part-Time
Age Group:	either Infant, Preschool, or School age
Rate Unit:	either, hourly, daily, weekly or monthly.

[1] There are several reasons why providers might be replaced. A provider on the list might refuse to answer the survey, the phone number may be wrong or disconnected, or providers on the list may have recently gone out of business or are no longer providing care.

Each rate is calculated separately within these categories. Think of each of these categories as individual boxes that hold the information from providers. When a provider is called, their information is then put into the appropriate box. Market rates are calculated using the information found within each separate box. For this survey there are 48 different boxes or categories in which providers can be placed. (see attached).

For each of these categories, providers are asked to report rate information, and each of these boxes will have a different number of responses. Even within the same rate (such as center-based full-time, infant care) the hourly box will have different providers and a different number of responses than those in the daily box. Therefore, rates will not necessarily relate to each other (for example, in a county, you can not multiply the daily rate by five and get the weekly rate, or calculate the weekly rate using the reported hourly rates because different providers answered in the different boxes).

2. Within each category, the rates for care are calculated taking into consideration the enrollment of the home or center. Rates for larger homes and centers carry more weight than those for smaller homes and centers, because they make up a larger part of the child care market in that community. This means that if there's a large center that charges higher rates than average, they will influence the average and ceiling rates more than a smaller center with the same rates.

3. Ceiling rates are calculated for each county in the state, but the state has also grouped counties into 6 regions. This is done because in some categories within some counties, there are very few providers responding -- not enough to be confident that the rates represent the market. So when there are fewer than 10 providers responding in any category, a regional ceiling replaces the county ceiling. This means that in a particular category with fewer than 10 responses, all the providers charging that rate within the *region* are averaged together, and the ceiling for that county is calculated from those providers.

   For example, in Sacramento, only 3 center providers responded that they charged full time school age children at an hourly rate. Therefore, when calculating the ceiling rate for that category, all of the providers in Sacramento's region who charge in that rate category were used to calculate the rate ceiling. Within the region, there were 15 centers charging rates in this category. Performing this replacement ensures that the ceilings are not based on only one or two providers, but is calculated from a group of providers large enough to represent the whole market for child care.

4. Several factors are calculated in the RMR survey:

   - **Special Needs Adjustment:** Every year, CDE applies an adjustment factor of 1.5 for special needs; this means that the state reimburses at 1.5 times that of standard care reimbursement.

   - **Exempt Care Adjustment:** Every year an in-home/*license exempt* care adjustment factor of 0.90 is applied. Thus, the state will reimburse an in-home/*license exempt* provider serving children *full-time* a maximum of .90 times the full-time, family child care home ceiling for that age group.

- **Weekend/Evening Adjustment:** Unlike the special needs and exempt care adjustment, which are set by the state, the weekend/evening factor is recalculated every year. The ratio between the weekend/evening and weekday rates for full and part-time care is calculated using data gathered from providers. An average ratio across counties and age groups is calculated and applied as a statewide adjustment factor. This year, that adjustment was 1.24; that is 1.24 times that of the standard care reimbursement.

Reasons Ceilings May Change

Small Sample Size. Because California captures information on so many categories of the child care market, often the resulting sample size in one particular rate category may not capture the market rate for that rate category. Again, any rate with less than 10 providers automatically gets recalculated using all the providers within that region. Rates with responses with more than 10 are used to figure the ceiling in that community. Sometimes, these rates might not be large enough to "look" like the whole population. For example, in Los Angeles the part-time 2-5 daily reimbursement ceilings and mean rates for child care centers were calculated based on the responses of 17 providers. If there are thousands of providers in the area charging full-time school age weekly rates, then 17 might be too small to accurately portray the average rates for all the providers.[2]

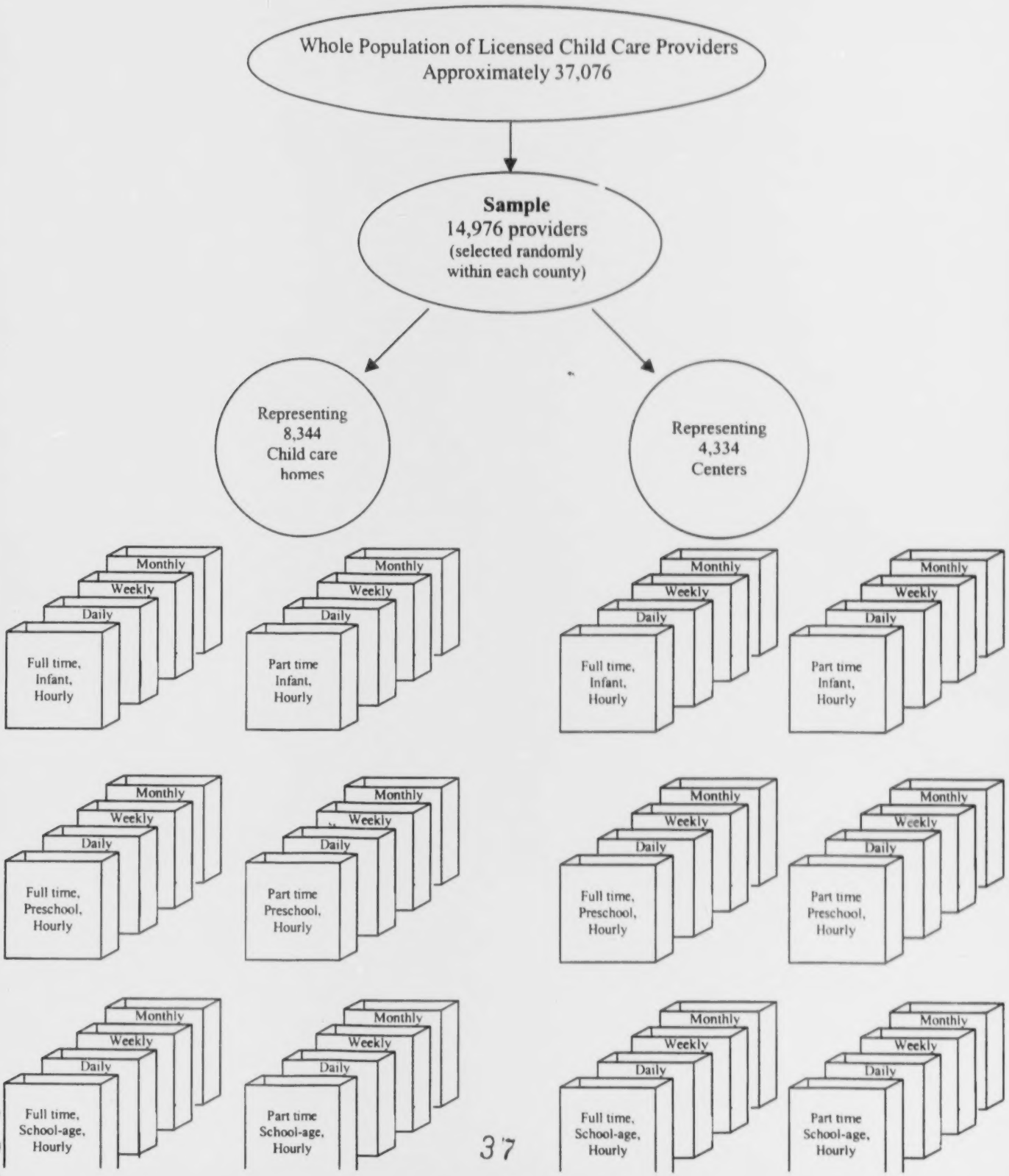
Uncontrolled Factors. There are a number of uncontrolled factors that might cause the rates to drop. Many of these include the number of providers who choose to respond, the size of the sample within each particular category, and how widely rates vary (i.e. a group of providers with a low of $10.00 and a high of $20.00 produces a different ceiling than a group of providers with a low rate of $10.00 and a high of $60.00.)

And finally, the average rate (and therefore the ceiling) within your community may have dropped. Perhaps several new providers began to work in your county and charge lower rates than others. Or several providers with higher rates retired or moved to another county. For a number of uncontrolled reasons, the rates reported are not the same from year to year, regardless of individual providers raising, lowering, or maintaining the rates they charge for care.

---

[2] *DEFINING A SMALL SAMPLE: FOR THE MARKET RATE SURVEY, THE STATE HAS DETERMINED THAT A SMALL SAMPLE IS ANYTHING LESS THAN 10 PROVIDERS. SO, IN ANY RATE CATEGORY, IF FEWER THAN 10 PROVIDERS RESPOND, THEN THE REGIONAL CEILING IS APPLIED TO THAT COUNTY'S RATE. FOR EXAMPLE, IN ALAMEDA COUNTY, FOR FULL TIME CENTER-BASED PRESCHOOL CARE AT A DAILY RATE, ONLY 4 PROVIDERS RESPONDED, WITH AN AVERAGE RATE OF $26.69, AND A CEILING OF $31.18, IF WE USED ONLY THOSE 4 PROVIDERS. BUT TO CALCULATE THE CEILING FOR ALAMEDA COUNTY, ALL THE PROVIDER RESPONSES IN THE REGION WERE AVERAGED. THE RESULTING CEILING RATE IS $38.06 PER DAY IN 2000-2001.*

CALIFORNIA CHILDCARE RESOURCE AND REFERRAL NETWORK
REGIONAL MARKET RATE SURVEY POPULATION



Tasks
DEVELOPMENT
Task 1. Finalize the survey methodology
Network begins procurement for survey research firm (Firm)
The Firm and the Network finalize all the survey procedures and technical i
Task 2. Develop the survey sample
The Network prepares instructions for the R&Rs to compile their provider R&Rs.
The R&Rs prepare their provider lists according to Network's instructions.
The Network receives the R&R provider lists.
The Network cleans, verifies, and compiles all the provider files into one type and county, and randomizes.
The Network delivers the randomized provider file to the Firm.
The R&Rs prepare their mailing to providers. The provider letter explai encourages providers to participate.
COLLECTING, ANALYZING AND
Task 3. Administer the survey
The Network delivers the final questionnaire to the Firm.
The Firm loads and pretests the questionnaire, with assistance from the Netv
The Firm loads the survey sample into the database and programs the databa plan.
The R&Rs mail the provider letters.

Tasks
The Network and the Firm prepare the survey interviewer training materials

MR2001 Tasks

	Date
	JULY 1 – SEPTEMBER 1
	JULY 1-AUGUST 15
ssues.	***AUGUST15-SEPTEMBER 1***
	JUNE 9 – SEPTEMBER 18
lists and mails instructions to the	June 1 - June 9
	June 9 - July 14
	June 09 - July 14
file, stratifies the file by provider	June 9 – September 15
	September 15
ns the purpose of the survey, and	September 1 – September 18
REPORTING THE FIGURES	
	August 18 – December 18
	August 18
vork.	August 18 – September 8
ase to manage the survey sampling	September 11 – September 15
	September 11

	Date
and curriculum.	August 1 – September 11

The Network and the Firm train survey interviewers.
The Firm conducts the provider interviews and the Network and the Firm quality of the survey administration.
The Firm delivers a subset of data to the Network for statistical analysis testi
The Firm cleans the survey data according to the Network's instructions.
The Firm delivers the final data to the Network.
Task 4. Program SAS for rate analysis
The Network programs and tests SAS to: 1) import the survey data, 2) conduct the data analysis, 3) prepare the rate reports
Task 5. Analyze the rate data and prepare the rate reports and survey
The Network cleans and verifies the survey data, contacting the Firm and oth
The Network conducts the rate analysis on cleaned, weighted data and prepares the final ceiling report.
The Network delivers the ceiling report to CDE and CDSS for duplication a Departments and the Alternative Payment Programs.
The Network produces a written narrative, documenting the survey method the average rate report.
The Network delivers the 1.5 standard deviations above the mean reimburse
The Network delivers the narrative and average rate report to CDSS and CD
The Network reproduces the reports for the Resource and Referral agencies.
The Network distributes the reports to the Resource and Referral Agencies and members of the public upon request.

Task

	September 4 & 5
closely monitor the progress and	September 18 – December 1
ng.	October 6
	October 18 – December 15
	December 18
	September 18 – December 18
	September 18 – December 18
narrative	**December 18 – March 30**
er staff as needed	December 18 – February 2
	February 5 – February 28
nd delivery to the County Welfare	March 16
dology and findings and produces	March 3 – March 16
ment ceilings to SAWS.	March 30
E.	March 16
	per CDE approval
	per CDE approval

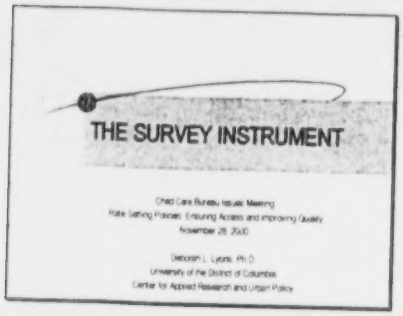
	Date

ESTABLISHING NEXT YEAR'S REGIONAL MARKET RATE SURVEY
Task 6. Prepare for Year 2002 Survey
Finalize the Survey Methodology
The Network works with CDE to finalize the survey methodology. This inclu questionnaire, and rate analysis.
The survey research firm (Firm) and the Network finalize all the survey proced
GATHER R&R DATA FOR SURVEY SAMPLE
The Network prepares the instructions for the R&Rs to compile their provide to the R&Rs
The R&Rs prepare their provider lists according to the Network's instructions.
The Network receives the R&R provider lists.

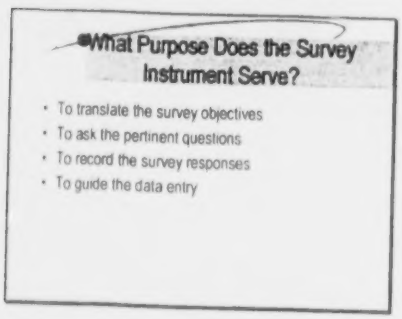
Y	
	APRIL 1, 2001 – JUNE 30, 2001
	April 1 – June 30
des finalizing the sampling plan,	April 1 – May 1
lures and technical issues.	May 1 – June 30
	April 1 – June 30
r lists and mails the instructions	May 1 – May 31
	May 31 – June 30
	June 5 – June 30

"The Survey Instrument"
Deborah Lyons, Center for Applied Research and Urban Policy, University of the District of Columbia

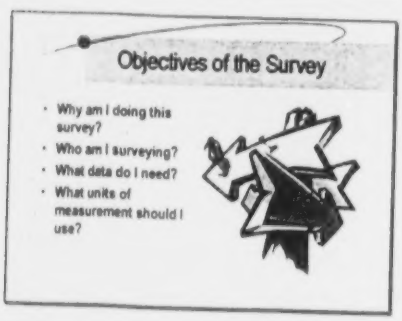
Slide 1


THE SURVEY INSTRUMENT
Child Care Bureau Issues Meeting
Rate Setting Policies: Ensuring Access and Improving Quality
November 28, 2000
Deborah L. Lyons, Ph.D.
University of the District of Columbia
Center for Applied Research and Urban Policy

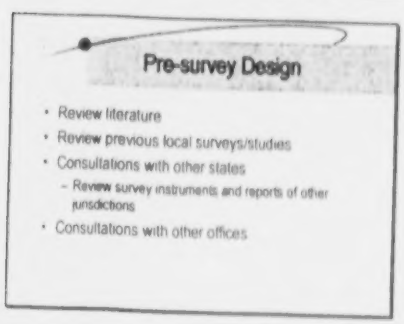
Slide 2


What Purpose Does the Survey Instrument Serve?
• To translate the survey objectives
• To ask the pertinent questions
• To record the survey responses
• To guide the data entry

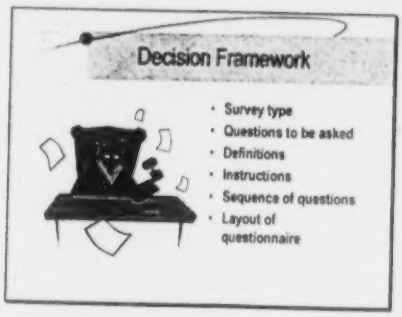
Slide 3


Objectives of the Survey
• Why am I doing this survey?
• Who am I surveying?
• What data do I need?
• What units of measurement should I use?

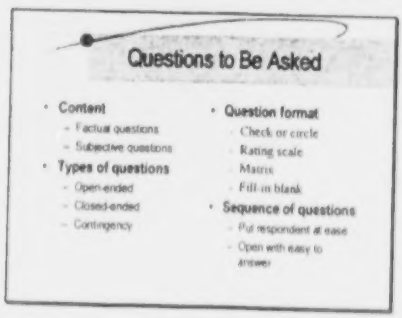
Slide 4


Pre-survey Design
• Review literature
• Review previous local surveys/studies
• Consultations with other states
– Review survey instruments and reports of other jurisdictions
• Consultations with other offices

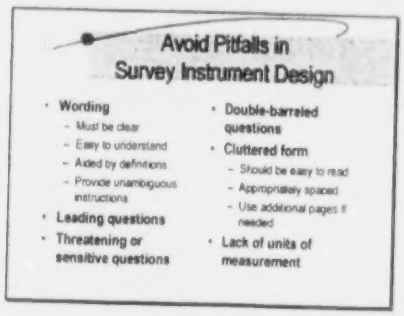
Slide 5



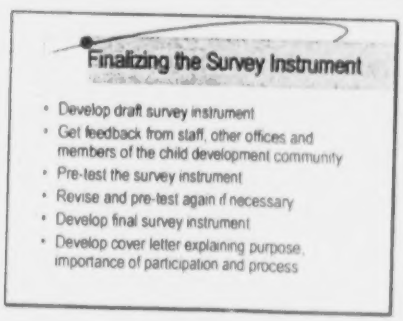
Slide 6



Slide 7


Avoid Pitfalls in Survey Instrument Design
• Wording
– Must be clear
– Easy to understand
– Aided by definitions
– Provide unambiguous instructions
• Leading questions
• Threatening or sensitive questions
• Double-barreled questions
• Cluttered form
– Should be easy to read
– Appropriately spaced
– Use additional pages if needed
• Lack of units of measurement

Slide 8


Finalizing the Survey Instrument
• Develop draft survey instrument
• Get feedback from staff, other offices and members of the child development community
• Pre-test the survey instrument
• Revise and pre-test again if necessary
• Develop final survey instrument
• Develop cover letter explaining purpose, importance of participation and process

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Slide 9

Make Sure Surveyors Understand the Instrument

- Should know terms, definitions, acronyms
- Must understand the importance of asking the questions as written
- Must be consistent in how information is recorded

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"Beyond a Market Rate Study: How we can learn more about our child care system"
Linda Mills, Mills & Pardee, Inc.

Slide 1

Beyond a Market Rate Study

How we can learn more about our child care system

November 28, 2000
Mills & Pardee, Inc.

Slide 2

Beyond a Market Rate Study

- Learn the strengths and resources of your system
- Learn the challenges and opportunities

Slide 3

Methodology

- Survey every provider — plan follow up to increase response rate
- Conduct focus groups and telephone interviews
- Conduct research

Slide 4

Areas of Study

- Market rates
- Profile of child care centers
- Profile of family child care homes
- Profile of center staff
- Profile of family child care providers
- Estimate future need for child care

Slide 5

Market Rates

- Rate structures
- Market rates by county or region
- Market rates vs. subsidy rates
- Costs subsidized by providers
- Rates in relation to staff education
- Rates in relation to accreditation status

Slide 6

Profile of Programs

- Enrolled children
- When care is offered
- Staff recruitment issues
- NAEYC Accreditation

Slide 7

Profile of Center Staff

- Education levels/professional development
- Salary & wages
- Benefits

Slide 8

Profile of Family Providers

- Education/professional development
- Experience/intent to continue providing care
- Income from providing care / family income / additional income
- Health & other insurance

Ohio Legislative Budget Office (LBO)
Child Care Payment System Report Summary

Legislative Mandate

In Am. Sub. H.B. 283, the General Assembly required the Legislative Budget Office (LBO) of the Legislative Service Commission to "undertake a study of publicly funded child care payment procedures and make recommendations regarding the feasibility and the potential for development of a cost-based prospective payment system." The act further specified, "Any prospective system should provide for predictability and stability of payment and should take into consideration facility costs and training costs."

Study Methods

In fulfilling this charge, we sought the input of both the county departments of Job and Family Services (CDJFS) and the child care provider industry. We obtained this input in three basic ways:

- Survey of County Agencies. As part of our research we surveyed all 88 county agencies, which are responsible for administering the payment system. Response rate: 95%.
- Survey of Licensed Providers. In collaboration with the Ohio Department of Job and Family Services (ODJFS), we also surveyed all 3,366 licensed child care providers; our survey, with more than 1,700 respondents (51.6% response rate) is one of the largest surveys of child care providers ever completed and perhaps the first to examine payment procedures.
- Focus Groups. We also conducted focus groups with family day care providers from nine counties, arranged through the Ohio Child Care Resource and Referral Association.

With each group, we sought to understand how the current system operated (and how various parties evaluated its effectiveness) and we asked both county administrators and child care providers to evaluate five models of a prospective payment system and three alternative payment arrangements. These options, identified by national and state experts in publicly-funded child care, were described generally and we asked whether they would significantly/minimally improve or worsen the predictability and stability of subsidy payments. The prospective payment plans included:

1. Cost Center Model (as specified in the legislative mandate)
2. Historical Projection
3. Annual Contracts
4. Mixed Prospective and Reimbursement System
5. Private Pay Model

The alternative arrangements included:

1. Electronic Funds Transfer
2. Electronic Benefit Transfer
3. Automated Eligibility

In virtually every case, the provider and county responses were diametrically opposed. As a general rule, counties felt that any of the prospective payment systems would worsen the predictability and stability of payment, while providers felt each would improve predictability and stability of payment. Providers most strongly favored the annual contract and private pay model payment systems. Providers and counties similarly diverged on whether an automated eligibility system; more than half of providers felt it would improve and more than half of counties felt it would worsen the predictability and stability of payment. With regard to the other alternative payment arrangements, responses were more muted.

Findings in Brief

- At least 70 percent of child care invoices/vouchers were processed within 30 days and counties reported an average turnaround time of 18.3 days.
- On average, county officials gave the current system a grade of "B" while licensed providers on average rated the existing reimbursement process with a grade of "C".
- For providers whose invoices are not processed within 30 days, delay can have dire consequences; 290 (28.4 percent) of the 1,074 providers participating in the publicly-funded child care program have experienced a "cash flow crisis" resulting from delayed or incomplete reimbursement from the county.
- The current payment system is so designed that child care invoices may be adjusted downward or upward by the Ohio Department of Job and Family Services during the verification process, even when there is no question as to whether or not the vendor provided the services for which reimbursement was sought, and often without explanation.
- Our research suggests a fundamental difference in assumptions about the child care subsidy program separates the counties and providers:

  Counties: Generally speaking, child care is first and foremost a workforce development program whose primary beneficiaries are adults; to assure that parents are working or attending school, child care must be accounted for in hourly units of service.

  Providers: Generally speaking, child care is first and foremost an early childhood development program whose primary beneficiaries are children; to assure a quality experience and conform to staff-to-child ratio regulations, providers manage child care slots.

Recommendation

LBO cannot comfortably recommend a prospective payment system as described in Am. Sub. H.B. 283 for the following organizational, structural and procedural reasons:

- *The level and extent of opposition to prospective payment expressed by county officials in survey responses and in conversations with LBO suggests that full and effective implementation of such a system would face significant barriers.*
- *The lack of a uniform, statewide payment process is likely to pose a barrier to smooth implementation and easy reconciliation of payments in a prospective system.*
- *In addition, federal regulations prohibit the use of Child Care and Development Fund monies for most facility costs.*
- *Lastly, prospective payment — that is payment in advance of service — is not likely to address the chief payment-related concerns of licensed providers as long as counties make adjustments to invoices that reflect counties' and providers' differing assumptions concerning the purpose, the unit of service, and the principal beneficiary of the child care subsidy.*

Note: The full report, ***A Study of the Child Care Payment System in Ohio***, is available on the Web at http://www.lbo.state.oh.us/123ga/publications/special/childcarereport.pdf

"Rate Setting Policies: The Role of the Provider in Partnership with State Administrators"
Lynn White, Executive Director, National Child Care Association

Slide 1

RATE SETTING POLICIES

The Role of the Provider in Partnership with State Administrators

Slide 2

FUZZY Market Rate

- Different Perspectives - Workforce Issue and Children's Issue
- Market Rate measures the PRICE of child care, not the true cost of quality child care

Slide 3

Getting the Surveys to the Right People

- Mail, Fax, Phone, E Mail?
- Getting to the Right Person is DIFFICULT
- NEVER, NEVER, NEVER call between 3:30 and 6 PM

Slide 4

Maximizing the Timing of the Survey

- August or September maximizes the survey because rates would then include rate adjustments for the new enrollment year.
- When Market Rate Surveys are tied to state/federal fiscal years, subsidy adjustments need to be implemented immediately.

Slide 5

What Field Specific Issues Contribute to Low Response Rates and Inaccurate Surveys?

- TIME, TIME, TIME, TIME, TIME, TIME
- TIME, TIME, TIME, TIME, TIME, TIME,
- TIME, TIME, TIME, TIME, *AND TIME!*
- No "Buy-In" because of no involvement
- Non-subsidized centers that do not participate
- The "market" makes it difficult for some programs to determine true market rate.

Slide 6

What Would Help the Process and Ultimately The Children

- Higher completion rates
- Annual surveys
- Assigning full "value" to the service provided including in kind and additional subsidy or use providers that are sustained by fees
- Market friendly State Payment Policies
- Educating the field on the complexities of accurately calculating market rate
- The Leadership Government Can Provide!

Slide 7

What Can We Do Together?

- **Involve Providers in Developing Surveys**
- Engage provider groups in your states to encourage providers to complete the surveys
- Develop tools and training which help for profit and not for profit providers calculate accurate market rates which include the full cost of doing business
- Adapt state payment policies to reflect the way the market operates, for example...
  - Pay on the basis of enrollment, not attendance
  - Don't leave the provider at risk during authorization and eligibility determination

Slide 8

Market Driven Subsidy Rates are One of the Keys to High Quality Child Care

- "...If the market rate is $100 per week and the state pays $75 (including parent co-pay), a center with 100 children enrolled of which 10% are subsidized children, will lose $250 per week or $13,000 per year. $13,000 per year will fully equip a children's classroom and pay for one year's consumable supplies.
- ...If 50 parents fail to pay the $7.00 co-pay per week (which is part of the 75%), seven teachers will not have a $50.00 per week raise."
- In general, YOU GET WHAT YOU PAY FOR!

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Child Care Bureau Issues Meeting
NOVEMBER 28, 2000

Rate Setting Policies Presentation: Cost Studies

Financial & Program Characteristics Data

Prepared By:

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Financial Data Collected as Part o

Labor Costs

Salaries
- Owner/Operator
- Other Staff

Nonwage Benefits
- FICA/Medicare
- Unemployment
- Insurance
- Worker's Compensation
- Disability Insurance
- Health/Dental Insurance
- Life Insurance
- Retirement
- Other

Professional Services
- Accounting
- Legal
- Clerical
- Substitutes
- Other

Facility Costs

Rent/Mortgage

Utilities
- Gas
- Electric
- Water/Sewer
- Trash
- Business
- Telephone
- Other

Repair & Maintenance
- Carpentry
- Electrical/Plumbing
- Janitorial
- Yard Care
- Painting
- Other

Overhead

Real Property Taxes

Insurance
- Owner's/renter's
- Liability

Other

Program Costs

Supplies and Materials
- Office Supplies
- Children's Supplies/T
- Photocopying
- Postage
- Bank Charges
- Dues & Publications
- Gifts to Staff and Fam
- Other

Equipment
- Purchase/Rental
- Depreciation
- Repair & Maintenance

Staff Education/Training
- Tuition/Fees
- Supplies
- Travel
- Other

Food Service
- Food
- Supplies
- Equipment

General Operating Costs
- Advertising
- Accreditation Fees
- Bad Debts
- Licensing Fees
- Business Taxes/Costs
- Insurance
- Transportation/Travel
- Other

of the Child Care Cost Interview

	In-Kind Donations	Revenues
	Volunteer Services Administrative/Professional Teaching Food Service/Preparation Other Program Assistance Transportation Repair & Maintenance Other	Fees Paid by Parents
	Facility-Related Rent/Mortgage Utilities Repair & Maintenance Taxes Insurance Other	Reimbursements from State/City
	Program-Related Supplies & Materials Equipment Staff Training/Education Food Service/Supplies Use of Equipment Advertising/Public Relations Insurance Transportation Other	USDA Child Care Food Program
		Federal Payments
		Other Public Contributions
		Grants
		Private Contributions/Donations
		Fund Raising Efforts
		Investment Income
		Other

Program Characteristics Data Collected as Part of the Child Care Cost Interview

Program Information	Staff Characteristics
Age of Program	Age
Services Provided	Gender
Hours of Operation	Race/Ethnicity of Staff
Accreditation Status	Training/Education
Profit Status	Experience Working in Child Care
Licensed Capacity	Hours Worked Per Week
Enrollment	Wage/Salary
Race/Ethnicity of Children	
Program Support for Training/Education	
Fees Charged	
Reimbursements/Subsidies	
Other Financial Assistance Available	

DRAFT

Center & Head Start Survey

Thank you for taking time to complete this survey. Your input will greatly assist us in getting a better picture of the s~~chool age~~ child care programs provided in your community. All information requested is optional and confidential.

Data in **Bold** are from Community Profiles in Spring and Fall 1999. This sample consists of 688 centers representing 30% of all centers in urban, suburban and rural communities statewide. Data in *italics* are from Community Profiles in Fall 1999 representing 324 centers (14% statewide). See Community Profiles list for participating communities.

PROGRAM INFORMATION

1. Is your organization: (Check all that apply)

   38% ❑ for profit
   49% ❑ not for profit
   7% ❑ not for profit & religiously-affiliated
   12% ❑ Head Start
   3% ❑ Other

2. Is your program (please check only one answer)

   63% ❑ a single site
   19% ❑ part of a larger agency that delivers child care in more than one site
   18% ❑ part of multi service agency that delivers services other than child care

3. How long has your program been in operation?

   Number of years: **20 years**

4. What months are you open?

   63% ❑ 11+ months
   28% ❑ School year
   7% ❑ Other:_____

DRAFT

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5. Please provide the information below on licensed capacity, current enrollment, and program's wait list as of December 1, 1999. If you do not maintain a wait list in a category listed **enter n/a.** If you have no families on the wait list, **enter 0.**

Age group category	Serve Age Category (percent)	Serve Age Category (mean)	Current Licensed Capacity as of 12/1/99	Current Enrollment As of 12/1/99 Full-time*	Current Enrollment As of 12/1/99 Part-time*	Wait list as of 12/1/99 (percent)	Wait list as of 12/1/99 (mean)	Number of families waiting for subsidies (percent)	Number of families waiting for subsidies (mean)
Infant (0 up to 15 months)	28%	196	8	6	4	67%	18	20%	16
Toddler (15 months through 2.8 yrs.)	39%	269	16	12	7	62%	19	24%	14
Pre-school (2.9 up to 4.11 years)	90%	617	41	29	32	47%	19	20%	15
Kindergarten (5 and 6 year olds)	24%	170	17	12	9	18%	13	12%	16
School Age (7 to 14 years)	19%	128	26	25	19	30%	23	15%	21
Total		688	59	44	38	49%	36	25%	26

**Full-time denotes 25 hours or more, part-time denotes under 25 hours*

6. How many children attend for:

	1 day / wk	2 days / wk	3 days / wk	4 days / wk	5 days / wk	6-7 day / wk
Number of Children	< 1%	13%	18%	7%	61%	< 1%

7. How many children do you serve per day for:

Number of:	Up to 3 hours	3-5 hours	5-8 hours	8+ hours	N/A
Infants & Toddlers	*5%*	*6%*	*24%*	*65%*	
Preschool	*24%*	*24%*	*18%*	*34%*	
Kindergarten	*13%*	*24%*	*35%*	*28%*	
School-Age	*29%*	*29%*	*22%*	*20%*	

8. Please indicate the average number of children you serve, by subsidy type as of December 1, 1999.

	Mean number	Percent of Programs Serving Type of Subsidy
# of Contracts (Basic and Supportive)	27	25%
# of Vouchers (Basic and TANF)	14	51%
# of Community Partnerships for Children slots	8	57%
# Other	16	26%

9. What is the **weekly fee,** (your published rate) during the regular school year? (Enter "0" if none)

	Full-time	Part-time
Infant (0 up to 15 months)	weekly fee: **$181.70**	weekly fee: *$128.70*
Toddler (15 months through 2.8 yrs)	weekly fee: **$165.00**	weekly fee: *$117.39*
Preschool (2.9 yrs up to 4.11 yrs)	weekly fee: **$125.00**	weekly fee: *$79.46*
Kindergarten (5-6 years)	weekly fee: **$115.00**	weekly fee: *$86.53*
School Age (6+ years)	weekly fee: **$81.00**	weekly fee: *$60.62*

**Full-time denotes 25 hours or more, part-time denotes under 25 hours*

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FACILITIES

10. What are the licensed characteristics of your center:
    A. Number of Classrooms: 4
    B. Licensed capacity: 51
    C. Total (net) square footage of Child Activity Space: 2365

11. How many years has your center been located at its current site? **15 years**

12. Select **only one** from the following list of 10 choices. Is your center located in:

Type of Building	*✓Check*
A. Residential Type Buildings	
1. A public housing authority *apartment* (not an administrative) building	3%
2. A non-housing authority residential building of masonry (brick or concrete block) construction	5%
3. A wood-frame residential structure such as a single family house or triple-decker	20%
B. Public Facility Type Buildings (designed for child care)	
4. A public school building	8%
5. A community center (including a YMCA-type facility)	10%
6. A church, parochial school, or other religious building	24%
C. Commercial Type Structures	
7. A storefront	3%
8. A factory or warehouse type building	2%
9. An office building	8%
D. Other Type of Structure	
10. Please Specify: _____	17%

13. Was your space originally designed and built to serve as a child care facility?
    37% ❑ Yes
    63% ❑ No

14. Does your program primarily operate out of a basement (i.e. the floor level is lower than the ground outside the building)?
    19% ❑ Yes
    81% ❑ No

15. How many times in the past year have you had to close or partially close your program for any part of the day due to building problems (i.e. water, heating, or other problems)?
    80% ❑ Never
    14% ❑ 1 time
    7% ❑ 2-4 times
    0.3% ❑ 5 or more times

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16. Regarding your space, do you:
❑ Rent: *52%* ❑ Own: *31%* ❑ Other: *17%*

17. If you rent, do you have a signed lease agreement with your landlord?
❑ Yes: **73%** ❑ No: **27%**

If YES,

A. What is the total length of your current lease agreement in years? **5 years**

B. What is your current monthly rent? *$2362.86* (enter "0" if none)

C. Is your landlord (Check one):
14% ❑ a governmental agency **(circle type)**
47% ❑ a religious or other nonprofit organization
39% ❑ an individual or private business enterprise

18. How much have you invested in *permanent capital improvements* (e.g. plumbing, etc.) to your child care center in the last year? Please exclude repairs (such as painting or replacing carpeting) and equipment and supply purchases (such as tables and crayons). *$30,827*

19. In your center's annual budget, do you specifically budget funds for either *permanent capital improvements* to your facility or for debt payments on a loan previously secured to pay for capital improvements you've already made? ❑ Yes: *43%* ❑ No: *57%*

20. Have you ever spent more than $5,000 per classroom in your center?
❑ Yes: *42%* ❑ No: *58%*
If yes, how many years ago did you make the most recent investment of this magnitude.
4 years ago.

21. We are interested in your desire and ability to expand.

I could expand my program if:	YES	NO	How many more children could you serve?
More subsidies were made available	*46%*	*54%*	*14*
Resources were available to increase staff	*62%*	*38%*	*19*
Resources were available for facility repairs or improvements	*47%*	*53%*	*23*
Resources were available to change locations	*57%*	*43%*	*24*
Resources for facilities were coupled with resources for subsidies and staff	*68%*	*32%*	*22*

A. There is not enough demand for me to expand my program? ❑ Yes: *28%* ❑ No: *72%*

B. I am not interested in changing or expanding my program? ❑ Yes: *38%* ❑ No: *62%*

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SERVICES TO FAMILIES

22. Check if your program provides these services. This is a comprehensive list of services and programs are not expected to provide all of them. Do not include referrals.

25%	❑ Vision screening
28%	❑ Hearing screening
15%	❑ Dental screening
32%	❑ Measurement of height and weight annually
25%	❑ Speech and language services
62%	❑ Developmental assessments
32%	❑ Counseling services for children and parents
63%	❑ Assistance in attaining child care subsidies
44%	❑ Parent Advocacy
29%	❑ Home Visits
45%	❑ Provision of Meals
76%	❑ Parent Education
25%	❑ Social services to parents such as obtaining food stamps, housing, medical care/insurance
11%	❑ Other, please specify_____

23. Does your program provide transportation services? ❑ Yes: *28%* ❑ No: *72%*

A) If YES, how many children receive the service? # children: *29*

B) Which types of transportation does your program offer? (Check all that apply.)

28% ❑ Public School Buses
52% ❑ Program-Owned transportation operation
20% ❑ Contracted buses
15% ❑ Supervised walks
19% ❑ Other

24. Do the transportation services that currently exist meet the needs of your families?
❑ Yes: *77.4%* ❑ No: *22.6%*

25. If you do not provide transportation services, the reasons are (Check all that apply):

59% ❑ Service is not needed
10% ❑ Parents can not afford
14% ❑ Other
2% ❑ Limited range of delivery
51% ❑ Too costly for program

FAMILY DEMOGRAPHICS

26. Number of families you serve: **61**

27. Please give the approximate number of your families that meet each criteria *(count as many as appropriate):*

33% **Single parent families**
17% **Families with English as a second language**
23% **Families living outside of your city/town**

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28. Please **estimate** the number of families in your program whose annual income is:

37%	Below $15,000
29%	Between $15,001 and $35,000
16%	Between $35,001 and $50,000
18%	More than $50,000
	Unable to determine

CHILD DEMOGRAPHICS

29. Please indicate the number of children in your program who use the following language as their primary language of communication:

in the classroom:		*at home*:	
92%	English	**81%**	English
5%	Spanish	**8%**	Spanish
1%	Haitian-Creole	**2%**	Haitian-Creole
0.3%	Portuguese	**1%**	Portuguese
1%	Chinese	**2%**	Chinese
.01%	Khmer	*1.3%*	Khmer
.09%	Russian	*0.6%*	Russian
.1%	American Sign Language	**0.1%**	American Sign Language
1%	Other	**5%**	Other

30. Indicate the number of children in your program who are:

15%	Black non Hispanic
67%	Caucasian non Hispanic
11%	Hispanic
4%	Asian
0.3%	Native American
3.4%	Other

31. How many of the children you serve have an Individual Educational Plan (IEP) or receive services through Early Intervention (EI)? **4.3**

32. In addition to those above, how many do you suspect might have any undiagnosed needs (i.e., behavioral, cognitive, emotional, medical, physical, and/or multiple needs)? *7.0*

33. How many children, who you have served within the last year, have disabilities or special needs that require adaptation of your program? **2.2**

A. How much money, if any, did your program spend on adaptations in each of the following areas in the past 12 months?

$3911	Staffing	**$1322**	Physical environment
$75	Health Services	**$1000**	Equipment

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ACCREDITATION

34. Is your program accredited by the National Academy of Early Childhood Programs (NAECP) *(part of the National Association for the Education of Young Children (NAEYC))?*

❑ Yes: 32% ❑ No: 68%

A. If NO, please check the statement that best describes your program's status regarding accreditation:

24% ❑ We are not involved at this time
59% ❑ We are in the process of self-study
4% ❑ We have no intention of becoming accredited
6% ❑ We are awaiting our validation visit
6% ❑ We are awaiting a decision from the NAECP Commission.
1% ❑ We don't know anything about it.
1% ❑ Accreditation Lapsed

B. If you are in the process of self-study how long have you been in the process:

46% ❑ Less than 6 months
24% ❑ 6-12 months
23% ❑ 12-24 months
6% ❑ More than 24 months
1% ❑ Deferred or Appealed

35. What are the 3 biggest barriers to accreditation? (Rate 1 to 3 with 1 being the biggest challenge):
Higher number reflects greater priority.

75	None	*13*	Health and safety
163	Staff turnover	*83*	Cost
92	Philosophical differences	*75*	Indoor physical environment
30	Parent opposition	*71*	Outdoor physical environment
20	Relocation	*71*	Curriculum
96	Staff qualifications	*116*	Other

CLASSROOM INFORMATION

36. Please estimate the average staff to child ratio in your program. For example, if you have ten children for each teacher then your ratio is one to ten (1:10). You may use decimals, for example, 2 staff for 7 children is 1: 3.5. A staff person is any paid employee (including aides and/or paraprofessionals). Please do not include volunteers in your estimate.

	Staff Child/Ratios:
Infant (0-14 months)	1: 3
Toddler (15 months-2.8 years)	1: 4
Preschool (2.9 - 4.11 years)	1: 8
Kindergarten (5 - 6 years)	1: 9
School Age (7 – 14 years)	1: 9

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37. Please estimate the group sizes within your classrooms by type of care. For example, if there are sixteen children in two different groups in one classroom, the group size is eight. If there are sixteen children in one classroom and they are altogether in one group, then the group size is sixteen.

	Group Size:
Infant (0-14 months)	6
Toddler (15 months-2.8 years)	8
Preschool (2.9-4.11 years)	15
Kindergarten (5 - 6 years)	13
School Age (7 – 14 years)	13

TEACHING STAFF

38. Please enter the following information regarding staff in your program:

Position*	Number of staff: Sum	Mean	No.	Highest paid hourly*	Lowest paid hourly*	Average Pay	Percent female staff
Director	817	1.3	630	$18.07	$14.75	$17.05	*96%*
Full-time lead teacher	1599	3.1	517	$13.08	$10.81	$12.08	*97%*
Part-time lead teacher	332	2	166	$12.20	$10.23	$11.48	*81%*
Full-time teacher	2111	4.7	452	$10.62	$8.90	$9.89	*97%*
Part-time teacher	558	2.4	237	$9.54	$8.43	$9.03	*87%*
Full-time ass't teacher	937	3.1	294	$8.49	$7.41	$8.02	*88%*
Part-time ass't teacher	962	2.6	367	$7.80	$7.11	$7.50	*92%*
Total # of staff	7321	11	669				*96%*

*Full-time denotes staff who work 30 or more hours per week.

39. A) How many teachers (lead teachers, teachers and assistant teachers) have left the program in the last 12 months?

45%	Full-time lead teachers	*36%*	Part-time teachers
40%	Part-time lead teachers	*66%*	Full-time assistant teachers
43%	Full-time teacher	*68%*	Part-time assistant teachers
35%	**Total Staff***		

***Turnover is less for total staff as the total number of staff is significantly greater than the number of staff in any one specific category.**

B) Why did they leave? (Check all that apply)

20.7%	❑ Maternity leave	*7.9%*	❑ Lack of hours
25.6%	❑ Moving	*28.1%*	❑ Going back to school
29.3%	❑ Accepted position in other field	*24.0%*	❑ Disciplinary Reasons
30.6%	❑ Accepted position in related field	*21.1%*	❑ Salary
22.3%	❑ Want to work in public schools	*7.9%*	❑ Retirement
9.9%	❑ Change position within same agency	*20.7%*	❑ Other

40. On average, how long did it take to replace them? **8.2 weeks**

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41. A) Overall, how satisfied are you with their replacement(s)?

(Not Satisfied)	1	2	3	4	5	(Very Satisfied)
	1.3%	*3.5%*	*24.2%*	*30.0%*	*41.0%*	

B) If you are not satisfied, why? Please check all that apply:

68%	❑ Lack of experience	42%	❑ Lack of education
48%	❑ Lack of training	47%	❑ Lack of motivation
17%	❑ Lack of diversity	16%	❑ Other
22%	❑ Lack of nurturing		

42. Indicate the number of teaching staff (lead teachers, teachers, and assistant teachers) in your program who work directly with children, and are:

10.0%	Black non-Hispanic
74.2%	Caucasian non-Hispanic
8.8%	Hispanic
3.7%	Asian
1.0%	Native American
1.2%	Unable to determine
2.2%	Other

43. Please estimate the number of lead teachers, teachers, and assistant teachers in your program who work directly with children, and who speak the following languages fluently: (The total may be more than the total number of teachers since some may be bilingual.)

82.0%	English	**1.0%**	American Sign Language
8.0%	Spanish	*0.8%*	Khmer
2.5%	Haitian-Creole	*1.3%*	Russian
2.1%	Portuguese	**3.2%**	Other
1.2%	Chinese		

44. Please list the numbers of each type of staff that have received their highest level of education.

	Assistant Teachers	**Teachers**	**Lead Teachers**	**Directors**
Less than high school diploma or GED	**19.1%**	**0.9%**	**1.2%**	**0%**
GED or high school diploma	**63.3%**	**44.3%**	**11.2%**	**5.4%**
Child Development Associate (CDA) credential	**3.3%**	**12.8%**	**10.0%**	**3.8%**
Associate of Arts (AA) degree	**3.9%**	**14.6%**	**22.8%**	**17.5%**
Bachelor's degree in education or related field	**4.3%**	**18.1%**	**39.0%**	**37.3%**
Bachelor's degree in unrelated field	**4.1%**	**6.3%**	**6.0%**	**5.7%**
Master's degree in education or related field	**1.3%**	**2.4%**	**9.3%**	**24.7%**
Master's degree in unrelated field	**1.0%**	**0.3%**	**0.3%**	**1.6%**
Advanced/professional degree	**0%**	**0.5%**	**0.2%**	**4.0%**
Percent with BA or higher	**10.4%**	**27.5%**	**54.9%**	**73.4%**

DIRECTOR

45. How long have you been employed as director of this program? **8 years**

46. How long have you been a director outside of this program? **5.1 years**

47. Please indicate your race:

8%	❑ Black non-Hispanic
88%	❑ Caucasian non-Hispanic
2%	❑ Hispanic
0.3%	❑ Asian
0.9%	❑ Native American
0.8%	❑ Other (please specify:

48. Have you had a course specifically in financial management? ❑ Yes: *47%* ❑ No: *53%*

BENEFITS & HEALTH CARE

49. Which benefits are provided for your staff? *(Please check all that apply)*

	Full-time Staff (30+ hours per week)	Part-time Staff
❑ vacation	**90%**	*65%*
❑ sick time	**94%**	*74%*
❑ paid holidays	**96%**	*80%*
❑ disability	**45%**	*24%*
❑ paid maternity and/or paternity leave	**23%**	*9%*
❑ life insurance	**40%**	*16%*
❑ retirement package	**47%**	*24%*
❑ tuition assistance	**71%**	*61%*
❑ health plan	**78%**	*29%*
❑ other	**25%**	*20%*

CURRICULUM

50. Who is responsible for curriculum development? (Please check that all apply)

69%	❑ Director	53%	❑ Teacher
13%	❑ Assistant Director	43%	❑ Group Process
23%	❑ Curriculum/Education Coordinator	–	❑ Don't know
68%	❑ Lead Teacher	5%	❑ Other

51. Does your center offer teacher curriculum preparation time? ❑ Yes: *86%* ❑ No: *14%*
If yes, *4* hours per week.

52. Are you familiar with the state Curriculum Frameworks? ❑ Yes: *43%* ❑ No: *57%*

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53. What supports would you like to assist you in curriculum development? (please check all that apply)

6% ❑ None
53% ❑ Funding to have on-site consultation
44% ❑ More educated and trained staff
53% ❑ Training in Curriculum Frameworks
66% ❑ Money for supplies and equipment for curriculum implementation
10% ❑ Other

54. Which curriculum training topics, if any, would you or your staff be interested in?

78% ❑ Curriculum development in preschool classes
22% ❑ Curriculum development in kindergarten classes
52% ❑ How to implement state Curriculum Frameworks in preschool classrooms
15% ❑ How to implement state Curriculum Frameworks in kindergarten classrooms
62% ❑ Early childhood assessment
45% ❑ Using portfolio assessment
54% ❑ Observation and documentation
59% ❑ Screening for disabilities
2% ❑ None of the above
11% ❑ Other, please specify_____

TRAINING

55. How many teachers (lead teachers, teachers, and assistant teachers) have received 15 hours or more of training for which they earned college credit in the last 12 months? (Workshops & Conferences do not apply). Enter "0" if none.

	lead teachers	teachers	assistant teachers
Mean	**1.8**	**2.2**	**1.8**
Percent	**67%**	**58%**	**58%**

56. Which training topics are you and your staff most interested in (Check all that apply):

36%	❑ Arranging the physical learning environment	**15%**	❑ Interfacing with community agencies
45%	❑ Assessment	**10%**	❑ School-age Development
79%	❑ Behavior & Classroom Management	**11%**	❑ Running your business
52%	❑ Building positive relationships with parents	**55%**	❑ Special Needs/Disabilities
31%	❑ Computers	*47%*	❑ Helping families under stress
47%	❑ Diversity/Multiculturalism	*46%*	❑ Literacy development for children & families
18%	❑ Health, Safety, and Nutrition	*22%*	❑ Literacy development for staff
30%	❑ Infant and Toddler Development	*58%*	❑ Stress Management for you and your staff
61%	❑ Preschool Development	**5%**	❑ Other

57. What problems, *if any*, are there with your current training opportunities? (Check all that apply)

20.2%	❑ None
21.0%	❑ There are not enough courses or workshops available.
37.5%	❑ The cost of training is too high.
11.3%	❑ The quality of existing training is not good.
22.1%	❑ The courses and workshops offered do not meet staff needs or interests.
35.7%	❑ Most opportunities are during the day and it is difficult to attend.
10.8%	❑ Not enough notice about training to arrange for coverage.
21.1%	❑ There is not enough incentive to getting more training.
21.8%	❑ I am unable to find someone to care for my children while I attend training.
11.1%	❑ Other

58. Would you or your staff be interested in receiving training through the internet?
❑ Yes: *25%* ❑ No: *51%* ❑ Yes, but do not have computer or internet access: *24%*

PARENTAL INVOLVEMENT

59. Please estimate the percentage of parents in your program who are involved in the following activities. If no parents are involved, please indicate with a "0" in the given category.

Parent Activity	Percent of parents involved
Some time spent in classroom assisting teachers	**22.0%**
Assistance in fund raising	**37.8%**
Participation in a governing board or council	**9.2%**
Participation in excursions or field trips	**29.9%**
Participation in celebrations, holidays, festivals	**49.9%**
Assistance in repair or renovation of facilities	**11.0%**
Participation in parent groups	**23.3%**
Participation in parent/teacher conferences	**71.7%**
Advocacy efforts to increase and enhance early care and education	**9.7%**
Participation in hiring staff	**7.5%**
Participation in staff evaluations	**22.8%**

TECHNOLOGY

60. Does your program use computers? ❑ Yes: **84.2%** ❑ No: **15.8%**

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IF YES:

A. How many? 4.0 computers
B. How many are for use by the children? 2.0 computers
C. How many are less than two years old? 1.9 computers (Enter "0" if none)

61. Do you and your staff use computers for the following? (Check all that apply)

68.8%	❑ in the classroom with children
83.7%	❑ word processing
57.5%	❑ enrollment
57.7%	❑ fiscal management
35.8%	❑ curriculum preparation
18.1%	❑ internet work for staff development or support
11.3%	❑ internet work with children
37.3%	❑ teachers' reports on children
38.2%	❑ e-mail

ADMINISTRATIVE ISSUES

62. What is your program's annual operating budget for the current fiscal year? $420,102.00

63. What percent of your center's income comes from each of these four categories:
31% Government Contracts
59% Parent Fees
5% Grants, fund-raising and interest income
5% Other (Please specify:_____)
(These four percentages should equal 100%)

64. Please estimate what percent of your center's expenses fall into each of these four categories:
68% Personnel
14% Equipment/Supplies/Food
12% Occupancy (including utilities and maintenance)
6% Other (Please specify:_____)
(These four percentages should equal 100%)

65. If your funding increased by $10,000/year, please indicate how you would use the additional funds. (List top three choices only, by using 1, 2, and 3)

500	increase supplies and equipment	198	increase tuition subsidies available to families
340	increase number of staff persons	106	increase parent services
377	improve physical facility	50	serve more children of the same age
795	increase salaries of existing staff	52	increase the hours you offer care
342	upgrade staff skills through additional training	110	work toward accreditation
387	increase staff benefits	55	other

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66. Please rate your level of collaboration with the following organizations on a scale of 1 to 5 (1 being no collaboration, 3 being exchange of information, and 5 being interagency agreements and streamlining of resources)

	1	2	3	4	5
Public schools	12%	11%	44%	12%	21%
Head Starts	55%	9%	20%	3%	13%
Local government	48%	14%	24%	4%	10%
Family child care providers	*43%*	*15%*	*29%*	*5%*	*8%*
Other child care programs	8%	13%	57%	11%	12%
Business community	36%	25%	31%	4%	5%
Other	17%	2%	14%	11%	56%

COMMUNITY PARTNERSHIPS FOR CHILDREN

67. Have you ever heard of the Community Partnerships for Children (CPC)?
❑ Yes: **97%** ❑ No: **3%**

68. Do you participate in the Community Partnerships for Children (CPC)?
❑ Yes: **84%** ❑ No: **16%**

If yes, how do you participate? (Check all that apply)

78% ❑ I provide direct services to CPC-eligible children
72% ❑ I am a member of the CPC council
74% ❑ I attend CPC council meetings on a regular basis
87% ❑ I participate in trainings offered by the CPC program
59% ❑ I receive CDA/accreditation support from the CPC program
85% ❑ I receive supplies and materials from the CPC program
58% ❑ I access resources and materials through a CPC-funded resource library
12% ❑ Other

If no, why not? (Check all that apply)

50% ❑ time commitment
28% ❑ time of council meetings
10% ❑ day of council meetings
2% ❑ location of council meetings
7% ❑ CDA/accreditation requirement
24% ❑ don't know enough about CPC
26% ❑ other

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ADVOCACY

69. Have you done any of the following within the past 12 months to advocate on behalf of the children and families you serve? (check all that apply)

35% ❑ attended or organized legislative breakfast/lunch
31% ❑ invited legislators into programs/events
22% ❑ took parents/children to State House
27% ❑ participated in media coverage of ECE
60% ❑ made phone call or wrote letters to reach legislature
65% ❑ networked with other organizations on advocacy
36% ❑ worked with business community on initiatives concerning child care
14% ❑ other

PROVIDER FEEDBACK

70. Please choose the three most pressing public policy issues facing care and education in your community. Use 1 to indicate the most pressing, 2 for the second most pressing and 3 for the third. **Higher number reflects greater priority.**

172	State reimbursement rates	*88*	Inclusion of children with special needs
156	More income eligible subsidies	*94*	The quality of child care in the community
172	Availability of infant and toddler care	*191*	Staffing qualification
68	Availability of school-age care	*338*	Staffing compensation
37	State and local licensing requirements	*138*	Creating career advancement opportunities
52	Facilities--capital improvements	*46*	Other, please specify
123	Facilities – building new space		

71. In your own words, what are your biggest concerns regarding early care and education in your community?

Thank You For Your Time & Input!

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Interpreting and Using Survey Data to Develop Rate Policies

Peggy Ball, NC Division of Child Development

Features of NC MR Survey

- Census-type survey vs. sample
  - Rates collected per child (not per center)
  - 85% response rate from 1997 survey
- Private rates paid vs. charged for...
  - Full-time care
  - Unsubsidized children only
- Included a cost study component in 1997

NC Collects Data by Child...

Not by Facility!

Data Collected and Sorted by...

- County
- Facility type
  - Center-based care
  - Home-based care
- Age group
  - Infants/toddlers, 2-year olds, 3-5 year olds, School-age
- Level of license

Data Analysis

- Separated according to 2 levels of license
  - "AA" centers
  - Non-"AA" centers
- Cost study results vs. rates collected
  - Validated that "AA" rates 35-40% higher than non-"AA" rates

Set at the 75th Percentile:

- Statewide market rates
  - Center-based care by age group
  - Home-based care by age group
- County market rates
  - Center-based care by age group
  - Home-based care by age group
- "75 Kid Rule"
  - Statewide market rates applied if not enough data to establish county market rate

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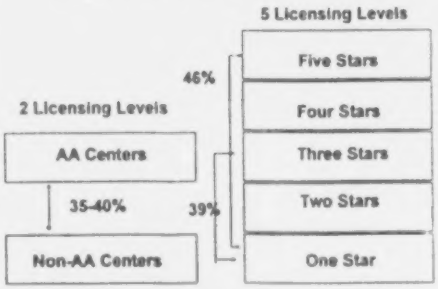
Differences in Tiered Rates



MARKET RATE TIMELINE

1994
- MR survey; new MR's eff. 11/94

1996
- New MR's eff. 10/96
- AA rates - 110%
- Non-licensed rates - 50%

1997
- New MR Survey; collected AA and non-AA center rates
- New MR's eff. 10/97

1999
- New MR's eff. 10/99
- Discontinued AA rates, payment categories A/B
- "Hold harmless" rates
- Star bonus payments

2000
- Interim MR's eff. 9/00
- MR's for 1-5 stars
- "Hold harmless" rates

Our Address

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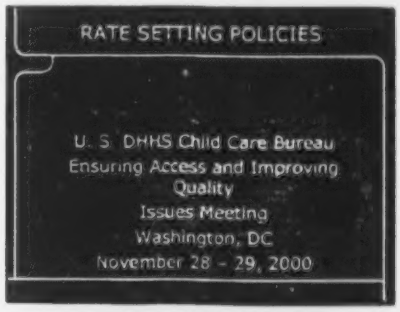
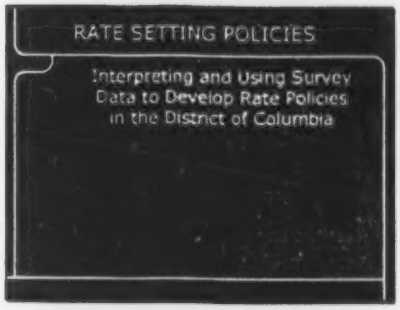
"Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia"

Barbara Ferguson Kamara, Executive Director, District of Columbia Department of Human Services
Office of Early Childhood Development

Slide 1



Slide 2



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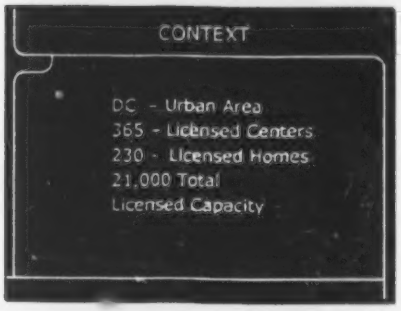

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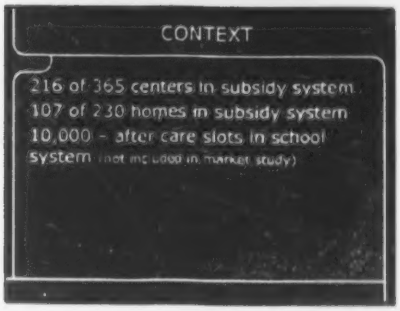
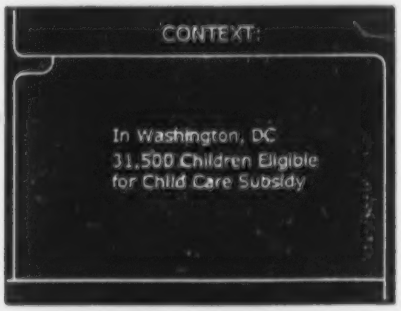

CONTEXT
216 of 365 centers in subsidy system
107 of 230 homes in subsidy system
10,000 - after care slots in school system (not included in market study)

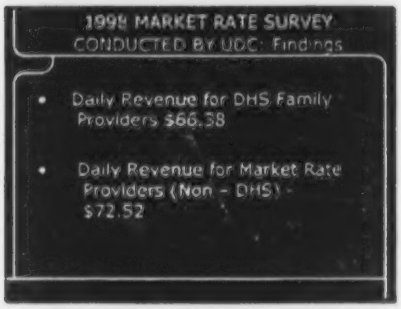
Slide 5



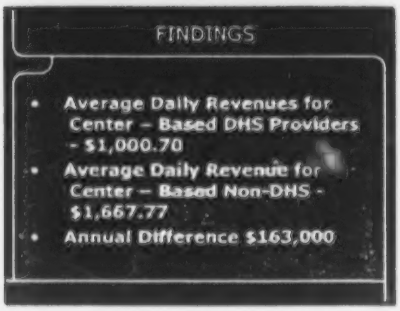
Slide 6

RATE INCREASES
2 Rate Increases March 1998
Previous Increase-early 1980's
With 1998 Rate Increase Infant and Pre-school Care - $10 a Day Below Market

Slide 7


1998 MARKET RATE SURVEY
CONDUCTED BY UDC: Findings
Daily Revenue for DHS Family Providers $66.38
Daily Revenue for Market Rate Providers (Non - DHS) - $72.52

Slide 8


FINDINGS
Average Daily Revenues for Center – Based DHS Providers - $1,000.70
Average Daily Revenue for Center – Based Non-DHS - $1,667.77
Annual Difference $163,000

"Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia"

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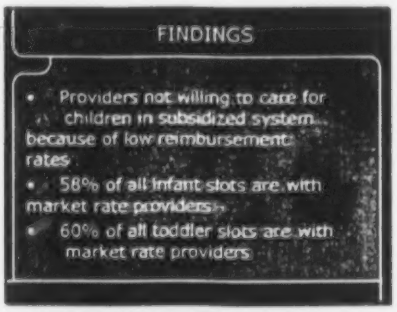
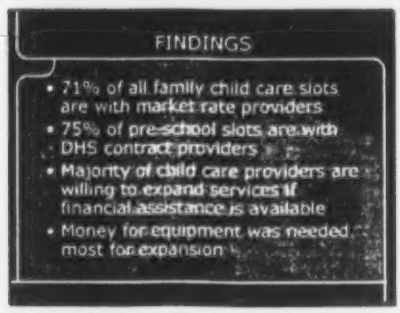
Office of Early Childhood Development

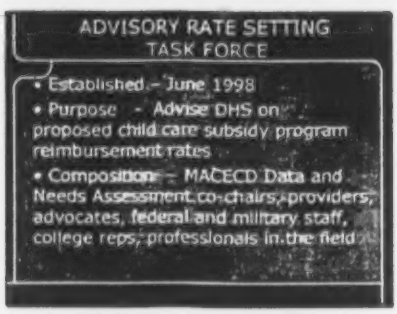
Slide 9


FINDINGS
• Providers not willing to care for children in subsidized system because of low reimbursement rates
• 58% of all infant slots are with market rate providers
• 60% of all toddler slots are with market rate providers

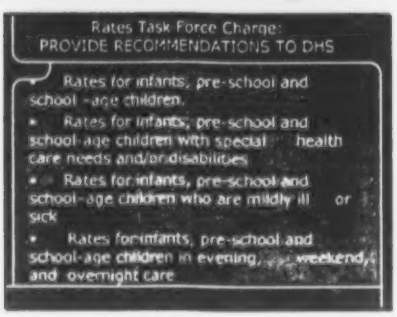
Slide 10


FINDINGS
• 71% of all family child care slots are with market rate providers
• 75% of pre-school slots are with DHS contract providers
• Majority of child care providers are willing to expand services if financial assistance is available
• Money for equipment was needed most for expansion

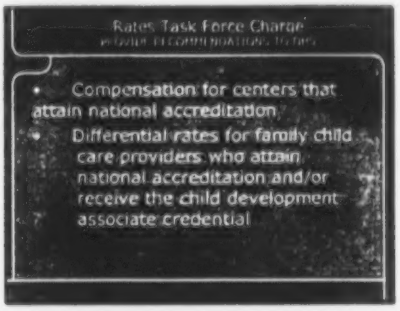
Slide 11


ADVISORY RATE SETTING TASK FORCE
• Established – June 1998
• Purpose – Advise DHS on proposed child care subsidy program reimbursement rates
• Composition – MACECD Data and Needs Assessment co-chairs, providers, advocates, federal and military staff, college reps, professionals in the field

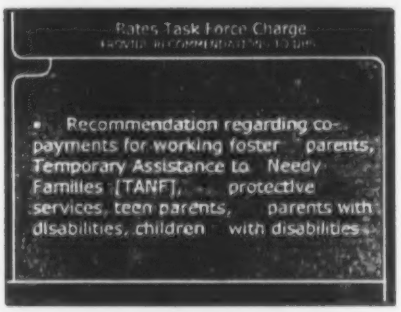
Slide 12


Rates Task Force Charge:
PROVIDE RECOMMENDATIONS TO DHS
• Rates for infants, pre-school and school -age children.
• Rates for infants, pre-school and school-age children with special health care needs and/or disabilities
• Rates for infants, pre-school and school-age children who are mildly ill or sick
• Rates for infants, pre-school and school-age children in evening, weekend, and overnight care

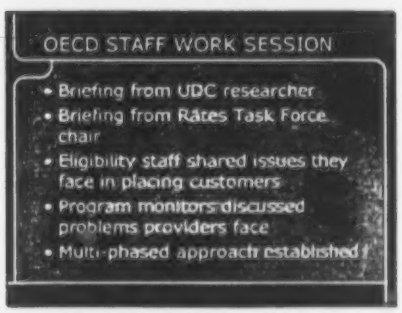
Slide 13


Rates Task Force Charge
• Compensation for centers that attain national accreditation
• Differential rates for family child care providers who attain national accreditation and/or receive the child development associate credential

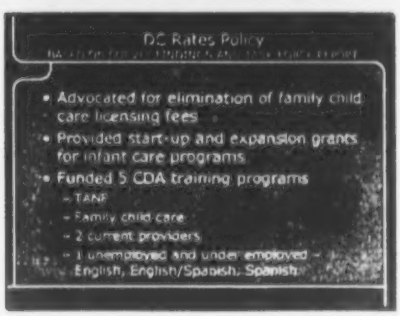
Slide 14


Rates Task Force Charge
• Recommendation regarding co-payments for working foster parents, Temporary Assistance to Needy Families [TANF], protective services, teen parents, parents with disabilities, children with disabilities

Slide 15


OECD STAFF WORK SESSION
• Briefing from UDC researcher
• Briefing from Rates Task Force chair
• Eligibility staff shared issues they face in placing customers
• Program monitors discussed problems providers face
• Multi-phased approach established

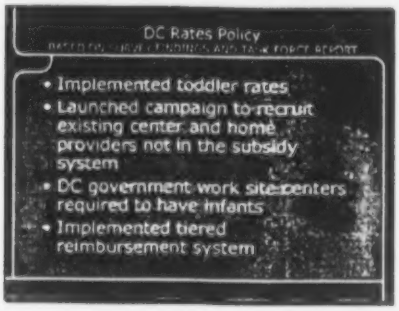
Slide 16


DC Rates Policy
• Advocated for elimination of family child care licensing fees
• Provided start-up and expansion grants for infant care programs
• Funded 5 CDA training programs
– TANF
– Family child care
– 2 current providers
– 1 unemployed and under employed – English, English/Spanish, Spanish

"Rate Setting Policies: Interpreting and Using Survey Data to Develop Rate Policies in the District of Columbia"

Barbara Ferguson Kamara, Executive Director, District of Columbia Department of Human Services
Office of Early Childhood Development

Slide 17


DC Rates Policy
• Implemented toddler rates
• Launched campaign to recruit existing center and home providers not in the subsidy system
• DC government work site centers required to have infants
• Implemented tiered reimbursement system

"Rate Adjustments"
Abby Cohen, State Technical Assistance Specialist,
National Child Care Information Center

Slide 1

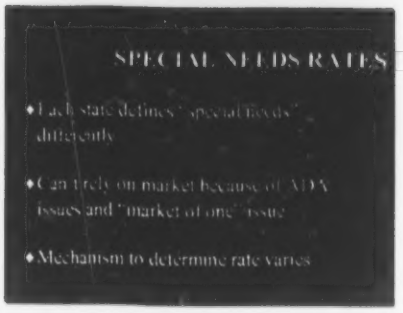
Slide 2

RATE ADJUSTMENTS
Rates that do not depend exclusively on "market rate surveys"
• Special needs rate
• Tiered reimbursement for high quality
• Informal care (kith and kin)
• Odd hours

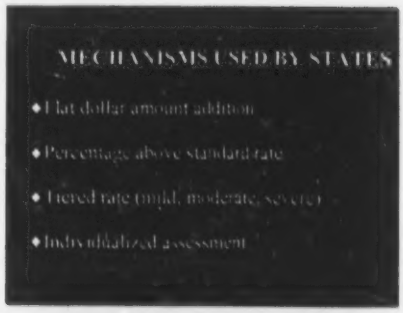
Slide 3

RATE ADJUSTMENTS
♦ Reasons for not relying on the market vary
♦ Some states address these issues outside the rate structure through grants, bonuses, etc.

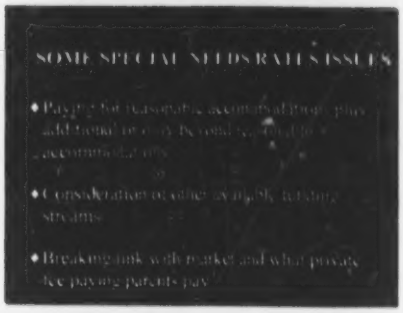
Slide 4


SPECIAL NEEDS RATES
♦ Each state defines "special needs" differently
♦ Can't rely on market because of ADA issues and "market of one" issue
♦ Mechanism to determine rate varies

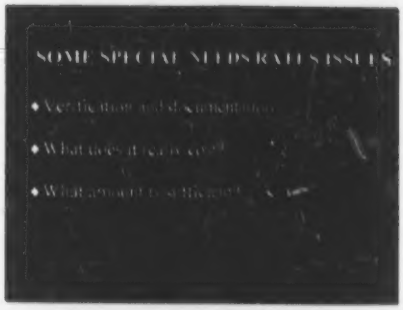
Slide 5


MECHANISMS USED BY STATES
♦ Flat dollar amount addition
♦ Percentage above standard rate
♦ Tiered rate (mild, moderate, severe)
♦ Individualized assessment

Slide 6


SOME SPECIAL NEEDS RATE ISSUES
♦ Paying for reasonable accommodations (one-time add-ons) vs. ongoing costs (rate)
♦ Consideration of other available funding streams
♦ Breaking link with market and what private-pay parents pay

Slide 7



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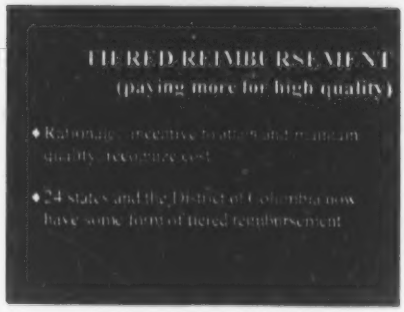
TIERED REIMBURSEMENT
(paying more for high quality)
♦ Rationale: incentive to offer and maintain quality, recognize cost
♦ 24 states and the District of Columbia now have some form of tiered reimbursement

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Slide 9

TIERED REIMBURSEMENT
(paying more for high quality)

- Most states rely on existing accreditation bodies; others have developed their own systems
- Typically, mechanisms include paying a percentage over standard rate or a dollar amount over standard rate

Slide 10

TIERED REIMBURSEMENT ISSUES

- How much additional is "enough"
- Potential need to break link between what state pays to stimulate meaningful quality with what parents pay in low income markets

Slide 11

TIERED REIMBURSEMENT ISSUES

- What standards should be used?
- How adequate is monitoring?
- Is accreditation support available?

Slide 12

INFORMAL CARE

- Definitions vary from state to state
- Difficulties defining market and conducting reliable, valid surveys
- CCDF allows states to limit in-home option in order to ensure payment of minimum wage

Slide 13

INFORMAL CARE

- States typically pay at a percentage of regulated family child care rate
- Wisconsin has instituted a tiered system
  - Regulated provider [illegible]
  - Informal with training [illegible]
  - Informal w/o training [illegible]

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APPENDIX 2

AGENDA

CHILD CARE BUREAU

Issues Meeting

Rate Setting Policies: Ensuring Access and Improving Quality
November 28 - 29, 2000

Moderator:
Stephanie Fanjul, Deputy Associate Commissioner
Child Care Bureau, Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

DAY 1 – November 28, 2000

8:00 - 9:00 a.m.

REGISTRATION

9:00 - 10:00 a.m.

WELCOME AND OPENING REMARKS

Charlotte Brantley, Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

INTRODUCTION: USING MARKET RATE SURVEYS TO DEVELOP RATE POLICIES

Louise Stoney, State Technical Assistance Specialist
National Child Care Information Center, Averill Park, NY

10:00 - 11:15 a.m.

MARKET RATE SURVEY DISCUSSION: THE SURVEY SAMPLE, WHICH PROVIDERS TO SURVEY, HOW MANY AND WHY

Discussion Leaders:
David Dominguez, Postdoctoral Fellow, Ph.D., Center for Social Work Research
University of Texas School of Social Work, Austin, TX
Shelley Waters Boots, Research Director
California Child Care Resource and Referral Network, San Francisco, CA

11:15 - 11:30 a.m.

BREAK

11:30 - 12:30 p.m.

MARKET RATE SURVEY DISCUSSION: THE SURVEY INSTRUMENT

Discussion Leader:
Deborah Lyons, Director, Center on Applied Research and Urban Policy
University of the District of Columbia, Washington, DC

12:30 - 1:30 p.m.

LUNCH (on your own)

1:30 - 2:30 p.m.

Market Rate Survey Discussion: Using Market Rate Surveys to Collect Additional Data

Discussion Leaders:
Linda Mills, Consultant
Mills and Pardee, Concord, MA
Eric Karolak, Budget/Policy Analyst
Ohio Legislative Budget Office, Columbus, OH

2:30 - 3:30 p.m.

MARKET RATE SURVEY DISCUSSION: ENSURING ACCURATE DATA: THE ROLE OF THE PROVIDER

Discussion Leaders:
Susan Eckelt, President
National Association for Family Child Care, Tulsa, OK
Lynn White, Executive Director
National Child Care Association, Conyers, GA
Kerry Moser, Executive Director
Catholic Charities Office of Child Care, Providence, RI

3:30 - 3:45 p.m.

BREAK

3:45 - 5:00 p.m.

RATE SETTING POLICIES PRESENTATION: COST STUDIES

Jana Fleming, Ph.D., Investigator
Frank Porter Graham Child Development Center, Chapel Hill, NC
Jason Sachs, Early Childhood Services
Massachusetts Department of Education, Malden, MA

DAY 2 – November 29, 2000

8:00 - 8:15 a.m.

DAY 2 WELCOME AND OPENING REMARKS

Stephanie Fanjul, Deputy Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

8:15 - 9:15 a.m.

Rate Setting Policies Discussion: Interpreting and Using Survey Data to Develop Rate Policies

Discussion Leader:
Peggy Ball, Division of Child Development
North Carolina Dept. of Health and Human Services, Raleigh, NC
Barbara Ferguson Kamara, Executive Director, Office of Early Childhood Development
District of Columbia Dept. of Human Services, Washington, DC

9:15 – 10:15 a.m.

RATE SETTING POLICIES DISCUSSION: RATE ADJUSTMENTS: TIERED REIMBURSEMENT AND RATES FOR SPECIAL NEEDS, SCHOOL-AGE CARE, INFORMAL CARE

Discussion Leaders:
Abby Cohen, State Technical Assistance Specialist
National Child Care Information Center, Oakland, CA
Pam Browning, Public Policy Liaison
National School Age Care Alliance, Chevy Chase, MD

10:15 - 10:30 a.m.

BREAK

10:30 - 11:30 a.m.

Rate Setting Policies Discussion: The Relationships between Rates, Parent Fees, and Other Innovative Subsidy Strategies

Discussion Leader:
Gina Adams, Senior Research Associate
Urban Institute, Washington, DC

11:30 - 12:00 noon

Closing Remarks

Charlotte Brantley, Associate Commissioner, Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services, Washington, DC

APPENDIX 3

Presenter List and Final Participant List

Child Care Bureau Issues Meeting

Rate Setting Policies: Ensuring Access and Improving Quality

November 28 - 29, 2000

Presenters

Introduction
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APPENDIX 4

Sample of State Survey Materials

Note: Additional survey instruments are available from the National Child Care Information Center, 800-616-2242.

Surveys

District of Columbia

- 2000 Market Rate and Expansion Capacity Survey
  Child Care Providers in the District of Columbia

North Carolina

- 2000 North Carolina Child Care Market Rate Survey
  Important Instructions for Child Care Centers

- 2000 North Carolina Child Care Market Rate Survey
  Important Instructions for Family Child Care Homes

Ohio

- 2000 Licensed Provider Market Rate Survey

Publications

Child Care Rate Survey — 1999
For the Oklahoma Department of Human Services Office of Child Care

2000 MARKET RATE AND EXPANSION CAPACITY SURVEY
CHILD CARE PROVIDERS IN THE DISTRICT OF COLUMBIA

Hello, my name is: _____

I am calling from the Center for Applied Research and Urban Policy at the University of the District of Columbia. We are working on a research project for the Department of Human Services, Office of Early Childhood Development to determine the cost of child care services in the District of Columbia. May I speak with the program director.

I have a number of questions that we are asking all licensed child care providers in the District, and we will appreciate your information being included. Your participation in this survey will contribute to the process for establishing fair and equitable reimbursement rates and policies for child care providers in the city. This interview will take approximately 15 minutes to complete. May I continue now or would you prefer to schedule a more convenient time for the survey? What would be the best time to call you? _____

First, I will ask you some general questions about your program/center. Then I will ask you some questions about your current enrollment, rates, facilities, staff and benefits.

Name of your Family Child Care Program/Center: _____

Name of Director: _____

Address: _____

Phone Number: _____ Ward Location: _____

Days and Hours of Operation _____ Home___ Center_____

Months of Operation: Jan_ Feb_ Mar_ Apr_ May_ Jun_ Jul_ Aug_ Sept_ Oct_ Nov_ Dec_

1. Which of the following describes the type of child care provider you are? (check all that apply)

- ☐ (a) Non-profit provider (tax-exempted)
- ☐ (b) For profit provider
- ☐ (c) Agency of Government
  - ☐ (1) Department of Defense provider
  - ☐ (2) Federal, non DoD provider
  - ☐ (3) District Government
- ☐ (d) Cooperative provider
- ☐ (e) Part of a child care system
  (Please identify) _____
- ☐ (f) Head Start provider
- ☐ (g) Montessori
- ☐ (h) Child Development Center
- ☐ (i) Private School
- ☐ (j) Employer/Corporate Provider
- ☐ (k) Other
  (Please Identify) _____

2. How many child care spaces is < name> licensed for? _____

3. What is the maximum number of children you can currently serve at any one time? _____

4. How many children do you currently have enrolled in your child care program? _____
If enrollment is greater than the licensed capacity, please explain:_____
_____

5. Does your child care program offer the following types of service?

(a) Full-time care (35 hours a week or more)	Yes _____	No _____
(b) Part-time care (less than 35 hours a week)	Yes _____	No _____
(c) Evening care (after 6:00 p.m.)	Yes _____	No _____
(d) Overnight Care	Yes _____	No _____
(e) Saturday.....	Yes _____	No _____
(f) Sunday.....	Yes _____	No _____
(g) Holiday.....	Yes _____	No _____
(h) Drop-in	Yes _____	No _____
(i) Before School .(before 8:00 a.m.).....	Yes _____	No _____
(j) After School (after 3:00 p.m.).....	Yes _____	No _____
(k) Full-Day during school closing	Yes _____	No _____
(l) Mildly ill or sick children	Yes _____	No _____
(m) Children with disabilities	Yes _____	No _____
(n) Emergency or Back-up care	Yes _____	No _____

6. How many days per year is your program closed for:

(a) holidays	_____	(c) staff training	_____
(b) vacation	_____	(d) other reasons	_____

7. Does your program/center have a contract or provider agreement with the D.C. Department of Human Services?

(a) ☐Yes ☐No If Yes, are you ☐Level I ☐Level II

(b) How many slots are used by the Department of Human Services on a monthly basis? _____

NOW I AM GOING TO ASK YOU SOME QUESTIONS ABOUT THE NUMBER OF CHILDREN YOU SERVE AND YOUR RATES. WE WILL NEED TO ASK SEPARATELY ABOUT FULL-TIME AND PART-TIME CARE FOR CHILDREN FOR THIS SURVEY. FULL-TIME IS CHILDREN YOU HAVE 35 HOURS A WEEK OR MORE; PART-TIME IS LESS THAN 35 HOURS A WEEK.

8. What is the full-time (that is 35 hours or more per week) enrollment and capacity in your program for each of the following age groups? (If family home provider, be sure to include providers own children). How many children with disabilities do you currently serve.
IF NO CHILDREN FULL-TIME, GO TO QUESTION 12.

	Total Enrollment	Maximum Can Currently Serve	Children w/ Disabilities
(a) Infant (6 weeks to 12 months)	_____	_____	_____
(b) Toddler (13 months to 24 months)	_____	_____	_____
(c) Toddler II (2 to 2½ yrs)	_____	_____	_____
(d) Pre-school (2½ to 4 years)	_____	_____	_____
(e) School age (4 years and older)	_____	_____	_____

9. What do you charge for full-time care for each of the following age groups? (Please give your answer per hour, per day, per week, per month or per year.)

(a) Infant (6 weeks to 12 months)	$ _____	per:	H	D	W	M	Y
(b) Toddler (13 months to 24 months)	$ _____	per:	H	D	W	M	Y
(c) Toddler II (2 - 2½ yrs)	$ _____	per:	H	D	W	M	Y
(d) Pre-school (2½ to 4 years)	$ _____	per:	H	D	W	M	Y
(e) School age (4 years and older)	$ _____	per:	H	D	W	M	Y

(f) If charges are per year, how many months per year do you operate? _____

(g)Do you have additional charges for summer: ☐Yes ($_____ per ___) ☐ No

(h) Additional charges for Before/After: ☐ Yes ($_____ per ___) ☐No

10. If you offer traditional hours and nontraditional hours, do you charge different rates for:

(a) Overnight ☐Yes ($_____ per ___) ☐ No

(b) Weekend ☐Yes ($_____ per ___) ☐ No

(c) Evening care ☐Yes ($_____ per ___) ☐ No

11. Please estimate the number of full-time hours the typical child attends your program:

	Hrs. Per day	Days per week	Weeks per month	Months per year
(a) Infant (6 weeks to 12 months)	_____	_____	_____	_____
(b) Toddler (13 months to 24 months)	_____	_____	_____	_____
(c) Toddler II (2 to 2½ years)	_____	_____	_____	_____
(d) Pre-school (2½ to 4 years)	_____	_____	_____	_____
(e) School age (4 years and older)	_____	_____	_____	_____

IF NO CHILDREN ENROLLED PART-TIME, GO TO QUESTION 14.

12. How many children are enrolled part-time in your program for each of the following age groups? By part-time, I mean less than 35 hours per week. (If family home provider be sure to include providers own children). How many children with disabilities do you currently serve.

	Total Enrollment	Children w/ Disabilities
(a) Infant (6 weeks to 12 months)	_____	_____
(b) Toddler (13 months to 24 months)	_____	_____
(c) Toddler II (2 to 2½ yrs)	_____	_____
(d) Pre-school (2½ to 4 years)	_____	_____
(e) School age (4 years to 5 years)	_____	_____
(f) Ages 6 years - 13 years	_____	_____
(g) Age 14 and older	_____	_____

13. What do you charge for part-time care for each of the following age groups? (Please give your answer per hour, per day, per week, per month or per year.)

(a) Infant (6 weeks to 12 months)	$ _____	per: H D W M Y
(b) Toddler (13 months to 24 months)	$_____	per: H D W M Y
(c) Toddler II (2 to 2½ yrs)	$_____	per: H D W M Y
(d) Pre-school (2½ to 4 years)	$_____	per: H D W M Y
(e) School age (4 years to 5 years)	$_____	per: H D W M Y
(f) Ages 6 years - 13 years	$_____	per: H D W M Y
(g) Age 14 and older	$_____	per: H D W M Y

14. Is the rate different for nontraditional hours of care?

(a) Overnight	☐Yes ($_____ per ___)	☐ No
(b) Weekend	☐Yes ($_____ per ___)	☐ No
(c) Evening care	☐Yes ($_____ per ___)	☐ No

15. Please estimate the number of hours, the typical child attends your part-time program:

	Hrs. Per day	Days per week	Weeks per month	Months per year
(a) Infant (6 weeks to 12 months)	_____	_____	_____	_____
(b) Toddler (13 months to 24 months)	_____	_____	_____	_____
(c) Toddler II (2 to 2½ years)	_____	_____	_____	_____
(d) Pre-school (2½ to 4 years)	_____	_____	_____	_____
(e) School age (4 years and older)	_____	_____	_____	_____
(f) Ages 6 years - 13 years	_____	_____	_____	_____
(g) Age 14 and older	_____	_____	_____	_____

16. For school age children, during the last time school was not in session, how many children 4 years and older did you serve full-time? By this I mean, 35 or more hours a week or 7 or more hours per day during school vacations, summers, or school breaks. (If family home provider, be sure to include provider's own children, if any, ages 4 through 10 years old living at home. _____ **IF NONE, GO TO QUESTION 18.**

17. What do you charge for full-time care when school is not in session for children age 4 years and older? $ _____ per: _____

18. Does your program have a waiting list? Yes _____ No _____
IF NO, GO TO 20 IF YES,

19. How many children are currently on your waiting list for each of following age groups?:

(a) Infant (6 weeks to 12 months) _____
(b) Toddler (13 months to 24 months) _____
(c) Toddler II (2 to 2½ years) _____
(d) Pre-school (2½ to 4 years) _____
(e) School age (4 years and older) _____

20. Does your child care home/center offer special programs? Yes _____ No _____

21. Other than rates you have already given me, do you charge any extra fees beyond your basic rates for child care? By this I mean, do you charge extra fees and how much for the following:

(a) Registration	Yes _____	No _____	Fee $_____ per _____
(b) Supplies	Yes _____	No _____	Fee $_____ per _____
(c) Activities/Programs	Yes _____	No _____	Fee $_____ per _____
(d) Meals	Yes _____	No _____	Fee $_____ per _____
(e) Liability Insurance	Yes _____	No _____	Fee $_____ per _____
(f) Transportation	Yes _____	No _____	Fee $_____ per _____
(g) Other (Please Identify)	_____		Fee $_____ per _____

22. In addition to parent fees, does your program receive revenues from any of the following sources? What percentage of your total revenues come from these sources?

			% of revenues
(a) Federal government grants	☐Yes	☐No	_____
(b) District government grants	☐Yes	☐No	_____
(c) Private grants (foundations, businesses, etc.).....	☐Yes	☐No	_____
(d) Fund Raising Activities	☐Yes	☐No	_____
(e) Agency Reimbursements (incl. CAFCP, subsidies)	☐Yes	☐No	_____
(f) Other (Please Identify) _____	☐Yes	☐No	_____

23. Do you receive noncash contributions on a regular basis for any of the following?
Equipment ☐ Yes ☐ No Food ☐ Yes ☐ No Other _____
Rent ☐ Yes ☐ No Utilities ☐ Yes ☐ No

24. What percentage of your total revenues come directly from parent charges? _____ %

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR FACILITIES AND CAPACITY. THESE QUESTIONS CONCERN THE ABILITY YOU HAVE TO EXPAND YOUR PRESENT SERVICES.

25. Are you willing to expand the hours of operation for your program?
(a) ☐ Yes ☐ No **IF NO, GO TO QUESTION 26 IF YES,**

Which of the following types of service would you be willing to expand?
☐ (a) Children with Disabilities.
☐ (b) Evening Care (after 6:00 pm)
☐ (c) Weekend Care
☐ (d) Overnight Care
☐ (e) Drop-In
☐ (f) Other (Please Identify)_____

26. Can your space be enlarged to take in additional children?
(a) ☐ Yes ☐ No **IF NO, GO TO QUESTION 27 IF YES,**

How many additional children would you be able to serve? _____
How many of the additional child care slots could be used for each of the following categories? (Please count each slot once only)

(a) Infant (6 weeks to 12 months) _____
(b) Toddler (13 months to 24 months) _____
(c) Toddler II (2 to 2½ yrs) _____
(d) Pre-school (2½ to 4 years) _____
(e) School age (4 years and older) _____

IF FAMILY HOME CHILD CARE PROVIDER ASK 27; IF NOT, GO TO 28.

27. Would you be willing to hire an assistant to take care of more children? ☐ Yes ☐ No

28. What would you need in order to expand your program or facilities?

☐ (a) Money for renovation
☐ (b) Money for equipment
☐ (c) Assistance with an architect
☐ (d) Additional trained staff
☐ (e) Other (please identify) _____
_____

29. If financial assistance were available, would you be willing to expand your facility?

☐ Yes ☐ No

30. What is the current professional accreditation status of your program?

☐ (a) Accredited; by _____
☐ (b) have filed for accreditation; With _____
☐ (c) am preparing to apply for accreditation; With _____
☐ (d) am not currently accredited by a professional accrediting body

31. If your program is not currently accredited, what assistance would you need to become accredited?
(a) Additional information
(b) Mentor
(c) Assistance with fees
(d) Other (please identify) _____

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR PROGRAM AND STAFF?

32. Using the following categories, how many people, including yourself, work in your program on a normal day? Please place each employee in one category only. What is your total number of current employees.

	Number on a normal day	Total current employees
(a) Administrator Only	_____	_____
(b) Administrator/Teacher	_____	_____
(c) Teacher	_____	_____
(d) Assistant Teacher	_____	_____
(e) Classroom Aide	_____	_____
(f) Other (Please Identify categories) _____	_____	_____

_____
_____

33. How long has the typical employee served in their current position? How many employees have left and/or been hired during the past 12 months?

	Average time in position	Average number leaving in past			Average number hired in past		
		3 mos.	4- 6 mos.	7-12 mos.	3 mos.	4-6 mos.	7-12 mos.
(a) Administrator Only	_____	____	____	____	____	____	____
(b) Administrator/Teacher	_____	____	____	____	____	____	____
(c) Teacher	_____	____	____	____	____	____	____
(d) Assistant Teacher	_____	____	____	____	____	____	____
(e) Classroom Aide	_____	____	____	____	____	____	____
(f) Other	_____	____	____	____	____	____	____

34. How many members of your staff have the following educational degrees? Count only the highest degree for each employee, PLUS if they have a CDA. List the number of staff in each category with a CDA

	Degree					Has CDA
	Doctorate	Masters	Bachelors	Associate	H.S./GED	
(a) Administrator Only	_____	_____	_____	_____	_____	_____
(b) Administrator/Teacher	_____	_____	_____	_____	_____	_____
(c) Teacher	_____	_____	_____	_____	_____	_____
(d) Assistant Teacher	_____	_____	_____	_____	_____	_____
(e) Classroom Aide	_____	_____	_____	_____	_____	_____
(f) Other	_____	_____	_____	_____	_____	_____
(g)Total degrees in early childhood education or related fields	_____	_____	_____	_____	_____	_____

35. What is the average number of clock hours per year spent in staff training for each category of employee? Clock hours include training during work hours and training during non-work hours. (Include staff enrolled in college courses, CDA training, etc.)

(a) Administrator Only _____
(b) Administrator/Teacher _____
(c) Teacher with Bachelor's degree or higher _____
(d) Teacher with CDA _____
(e) Assistant Teacher _____
(f) Classroom Aide _____
(g) Other _____
(Please Identify categories) _____
_____

(h) Who pays for training? _____
(i) Is the director generally aware of employees' outside training? ☐ Yes ☐ No

36. Which of the following benefits, if any, are provided to full-time employees in your program? What percentage is paid by you, the employer?

			% paid by employer
(a) Health insurance	☐Yes	☐No	_____
(b) Life Insurance	☐Yes	☐No	_____
(c) Disability Insurance	☐Yes	☐No	_____
(d) Retirement plan	☐Yes	☐No	_____
(e) Paid sick leave	☐Yes	☐No	_____(# of days)
(f) Paid vacation	☐Yes	☐No	_____(# of days)
(g) Other	☐Yes	☐No	_____

(Please identify _____)

(h) Offer benefits to part-time employees? ☐Yes ☐No

(i) Offer no benefits ☐

If no benefits: Does program help pay some costs of health care for employees or subsidize health care costs in any way? ☐Yes ☐No

IF YES, PLEASE DESCRIBE._____

37. What percentage of salaries is your benefit package? _____%.

38. Are the following benefits available for dependents of employees:

(a) Health Insurance	☐Yes	☐No	(c) Other	☐Yes	☐No
(b) Life Insurance	☐Yes	☐No	_____		

39. Do benefits begin when hired or must individual be employed for a specific number of years or months before being eligible for benefits?

When hired ☐Yes ☐No **If No**, Employees are eligible after _____.

40. What percentage of employees participate in benefits offered? _____%

41. Does the availability of health insurance affect staff turnover? ☐Yes ☐No ☐Not sure

42. What are barriers to employees' participation? _____

_____

GO TO QUESTION 46

FOR FAMILY PROVIDERS ONLY:

43. What is the source of above benefits? _____spouse_____self _____other

44. How much in out-of-pocket health care expenses did you spend in the last year? $_____

45. How often did you use the emergency room in the past year for your own care? _____
For your own child's care? _____

GO TO QUESTION 47

46. What is the salary paid for each category of employee?

	Beginning Salary		**Salary w/ 3 yrs. experience**	**Salary w/ 5 yrs. + experience**
(a) Administrator Only	$_____	per: _____	$_____	$_____
(b) Administrator/Teacher	$_____	per: _____	$_____	$_____
(c) Teacher with Bachelor's degree or higher	$_____	per: _____	$_____	$_____
(d) Teacher with CDA	$_____	per: _____	$_____	$_____
(d) Assistant Teacher	$_____	per: _____	$_____	$_____
(e) Classroom Aide	$_____	per: _____	$_____	$_____
(f) Other	$_____	per: _____	$_____	$_____

46. How many hours per week and weeks per year does the typical employee work?

	Hours Per week	**Weeks Per year**		**Hours Per week**	**Weeks Per year**
(a) Administrator Only	_____	_____	(d) Teacher with CDA	_____	_____
(b) Administrator/Teacher	_____	_____	(e) Assistant Teacher	_____	_____
(c) Teacher with Bachelor's degree or higher	_____	_____	(f) Classroom Aide	_____	_____
			(g) Other	_____	_____

48. Do you use volunteers in your program/center? By volunteers I mean anyone working for at least one hour during the week who is not directly paid by your program. ☐ Yes ☐ No

IF YES,

(a) What is the **<u>total</u>** number of volunteer hours worked in your program by volunteer workers during the average week? _____

(b) Volunteer hours by parents and guardians per week?_____

Thank you for taking the time to complete this interview. If you have any questions and/or additional information you would like to share with us, please call the Center at 202-274-7110. Again, your participation in this survey will contribute to the process for establishing fair and equitable reimbursement rates and policies for child care providers in the District of Columbia.

Interviewed by: _____ Date and time: _____

2000 NORTH CAROLINA CHILD CARE MARKET RATE SURVEY
IMPORTANT INSTRUCTIONS FOR CHILD CARE CENTERS

- **Please answer every question**. If a question does not apply to you, write "N/A."
- All information (except summer care for school-age children) should be given for the month of **November 2000**.
- All rates that you report should be for **on-time payment** and **on-time pick-up** of children. If parents received a discount for paying early, write the un-discounted amount that they paid. If parents paid more than your regular charge due to late payment or because they picked up their children late, do not count these extra charges when you write the rates that parents paid.
- A **full-time** child is one who attends 30 or more hours per week. A part-time child attends for less than 30 hours per week.
- **Preschool-age** children are all children under 5 and 5 year-olds who are not in kindergarten.
- **School-age** children include children from ages 5 through 12 who are attending school.
- A "**child receiving subsidized child care**" is a child whose child care rate is partially or completely paid on a regular basis by an organization outside your center which provides the subsidy for the specific child. The funds used to make the subsidy payment are usually public funds. Funds may come from organizations such as the county Department of Social Services, local Smart Start Partnership, or Child Care Resource and Referral Agency. (Note: Smart Start payments made to child care providers based on the total number of children in care are *not* considered subsidies.)
- "**Private-paying parents**" are parents whose children do not receive subsidized child care.
- If your program is a **Head Start center** or **certified Developmental Day center**, please write that on the top of the survey form and mail back the blank survey. (Because Head Start and Developmental Day centers are different from other child care centers in important ways, they are not being surveyed here.)
- If you need help filling out the survey, start by looking at the enclosed sample.
- If you have any more **questions** about how to answer a survey question, think the survey does not apply to your program, or see more than one way to answer a question, please contact North Carolina State University and refer to this "market rate survey." Contact information:
  Phone: (919)515-1323. Fax: (919)515-3642. Email: Art_Anthony@ncsu.edu.

CHILD CARE MARKET RATE SURVEY – CHILD CARE CENTERS

1. **LICENSE TYPE. As of November 2000, what type of license did your child care center have?** ***(Mark one.)***
   ____1-Star ____2-Star ____3-Star ____4-Star ____5-Star ____A ____AA
   ____Temporary ____Provisional ____Special Provisional ____Probationary

2. **ENROLLMENT AND VACANCIES. Please tell us about your enrollment and vacancies in each age group during November 2000. Fill out the table below.** If you have mixed-age classrooms, please break out information into the age groups listed below.

	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds in pre-school	5 thru 12 year olds in school	Center total
How many children in each age group were **enrolled full-time** in November?								
How many children in each age group were **enrolled part-time** in November?								
How many **vacant full-time spaces** in each age group did you have in November?								
How many **vacant part-time spaces** in each age group did you have in November?								

3. **SUBSIDIZED CHILD CARE**
   During November, how many of the children counted above received subsidized child care? **Examples** of subsidized child care include assistance to parents from county departments of social services, local Smart Start partnerships, and child care resource and referral agencies. Note: **Do not include** children whose *parents paid the rate you charge* but for whom you received a Smart Start quality bonus payment from the local Smart Start office.

Children receiving **full-time** subsidized care:	Children receiving **part-time** subsidized care:

4. **CHILD CARE RATES FOR YOUNG CHILDREN. Please tell us the full-time rates that private-paying parents paid your center to care for their young children (0 through 5) in November 2000. Then tell us the number of young children enrolled full-time in November 2000 whose parents were private-paying.**
   - Write your on-time rates. Do not write what the rates turned out to be after you gave parents discounts for paying early or after you charged them extra for paying late.
   - Enter "0" for enrollment if: (1) during November you did not care for children in an age group or (2) all children in that age group were subsidized. (See number 3 for examples of subsidy funding sources.)
   - The numbers you give for enrollment below might be different than the answers you gave in question number 2.
   - When adding up enrollment for the table below:
     - Do not count any children who received subsidized child care. (See instructions for definition of "children receiving subsidized child care.")
     - Do count children who received a second-child discount.

4. **CHILD CARE RATES FOR YOUNG CHILDREN (Continued)**

For the age groups shown to the right…	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds (pre-school)
What was the **full-time rate** that private-paying parents paid in November?	$	$	$	$	$	$
Was the rate you gave per… *(circle one)*	Week or month?	Week or month?	Week or month?	Week or month?	Week or month?	Week or month?
How many **children** of private-paying parents were **enrolled full-time** in November?						

5. **RATES FOR SCHOOL-AGE CARE. Please tell us the rates that private-paying parents paid your center to care for their school-age children during July and November 2000. Also tell us how many school-age children with private-paying parents were enrolled in July 2000 for full-time summer care and in November 2000 for other types of school-age care. Fill out the table below.**
   - Some children may be counted in: a) the full-time summer, b) the full-day and c) only one of the last three columns.
   - Children should not be counted more than once in the last three columns of the table.

For the time frames shown to the right…	Full-Time School-Age Care (July)	Full-Day (School Breaks during fall 2000)	Before AND After School (November)	Before School Only (November)	After School Only (November)
What was the **rate** that private-paying parents paid for **school-age care**?	$	$	$	$	$
Was the rate per… *(circle one)*	Day, week or month?	Day, week or month?	Day, week or month?	Day, week or month?	Day, week or month?
How many **school-age children** of private-paying parents were **enrolled**?					

6. **Does your center have a sliding fee scale or offer scholarships?**
   That is, do you determine the rate a private-paying parent will pay based on family income? *(Please circle)* **YES NO**

   If so, and if you have a written description of the sliding fee scale/scholarship program, please attach.

7. **Does your center offer weekend care?** *(Please circle)* **YES NO**
   If so…
   Does your center charge more for weekend care than weekday care? YES NO N/A

8. **Does your center offer shift care (care during 2nd or 3rd shift)? YES NO**
   If so…
   Does your center charge more for 2nd or 3rd shift care than 1st shift care? YES NO N/A

9. **TRANSPORTATION. If your center offers transportation** on a regular basis and charges a separate transportation fee, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. **Write "N/A" if you don't provide transportation.**

9. **TRANSPORTATION (continued)**

- If your center provides transportation but does not charge for it, put $0 for the amount you charge and enter the typical number of children you transported on a typical day in November.
- If your center offers multiple options for transportation and cannot show all types of fees here, you may attach a description of your various fees.

	Infants through 2-years olds	3-year olds through preschool – age 5-year olds	School-age
What was the **fee** paid by private-paying parents for **transportation** in November?	$N/A	$ N/A	$ N/A
Was the fee per... *(circle one)*	Day, week or month?	Day, week Or month?	Day, week Or month?
Was the fee for transportation **to** child care, **from** child care, or both **to and from** child care? *(circle one)*	**To From** or **To and From**	**To From** or **To and From**	**To From** or **To and From**
What was the typical **number of children** of private-paying parents transported on a typical day in November?	N/A	N/A	N/A

10. **OTHER FEES. Please tell us if your program charges any of the following fees by filling out the table below.**

	Do you charge...? *(circle yes or no)*	Fee paid by private-paying parents	How often is the fee charged? *(circle one)*
Application/Enrollment Fee (charged before a child begins attending)	~~Yes~~ No	$ 15	~~One time~~ weekly ~~monthly~~ yearly
Registration Fee (charged when a child begins attending or periodically while a child is attending)	Yes No	$ N/A	One time weekly monthly yearly
Insurance Fee (if separate from registration fee)	Yes No	$ N/A	One time weekly monthly yearly
Supplies Fee (charged periodically to pay for classroom materials)	Yes No	$ 15	One time weekly monthly yearly
Activities Fee (charged periodically for special events such as field trips)	Yes No	$ 20	One time weekly monthly yearly

Please tell us about any additional fees your program charges by filling out the table below.

Describe the fee	Fee paid by private-paying parents	How often is the fee charged? *(Circle one)*
I don't have any other fees.	$	One time weekly monthly yearly
	$	One time weekly monthly yearly

Thank you for completing the survey!
Please return the survey in the enclosed envelope, already stamped and addressed for you.

9. **TRANSPORTATION (continued)**

- If your center provides transportation but does not charge for it, put $0 for the amount you charge and enter the typical number of children you transported on a typical day in November.
- If your center offers multiple options for transportation and cannot show all types of fees here, you may attach a description of your various fees.

	Infants through 2-years olds	3-year olds through preschool – age 5-year olds	School-age
What was the **fee** paid by private-paying parents for **transportation** in November?	$	$	$
Was the fee per... *(circle one)*	Day, week or month?	Day, week Or month?	Day, week Or month?
Was the fee for transportation **to** child care, **from** child care, or both **to and from** child care? *(circle one)*	**To From** or **To and From**	**To From** or **To and From**	**To From** or **To and From**
What was the typical **number of children** of private-paying parents transported on a typical day in November?			

10. **OTHER FEES. Please tell us if your program charges any of the following fees by filling out the table below.**

	Do you charge...? *(circle yes or no)*	Fee paid by private-paying parents	How often is the fee charged? *(circle one)*
Application/Enrollment Fee (charged before a child begins attending)	Yes No	$	One time weekly monthly yearly
Registration Fee (charged when a child begins attending or periodically while a child is attending)	Yes No	$	One time weekly monthly yearly
Insurance Fee (if separate from registration fee)	Yes No	$	One time weekly monthly yearly
Supplies Fee (charged periodically to pay for classroom materials)	Yes No	$	One time weekly monthly yearly
Activities Fee (charged periodically for special events such as field trips)	Yes No	$	One time weekly monthly yearly

Please tell us about any additional fees your program charges by filling out the table below.

Describe the fee	Fee paid by private-paying parents	How often is the fee charged? *(Circle one)*
	$	One time weekly monthly yearly
	$	One time weekly monthly yearly

Thank you for completing the survey!
Please return the survey in the enclosed envelope, already stamped and addressed for you.

SAMPLE CHILD CARE MARKET RATE SURVEY – CHILD CARE CENTERS

1. **LICENSE TYPE. As of November 2000, what type of license did your child care center have?** ***(Check one.)***

   ____1-Star ____2-Star ✓ 3-Star ____4-Star ____5-Star ____A ____AA
   ____Temporary ____Provisional ____Special Provisional ____Probationary

2. **ENROLLMENT AND VACANCIES. Please tell us about your enrollment and vacancies in each age group during November 2000. Fill out the table below.** If you have mixed-age classrooms, please break out information into the age groups listed below.

	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds in pre-school	5 thru 12 year olds in school	Center total
How many children in each age group were **enrolled full-time** in November?	N/A	9	16	12	8	6	0	51
How many children in each age group were **enrolled part-time** in November?	N/A	0	0	0	15	1	12	28
How many **vacant full-time spaces** in each age group did you have in November?	N/A	1	0	0	0	0	0	1
How many **vacant part-time spaces** in each age group did you have in November?	N/A	0	0	0	1	0	3	4

3. **SUBSIDIZED CHILD CARE**

   During November, how many of the children counted above received subsidized child care? **Examples** of subsidized child care include assistance to parents from county departments of social services, local Smart Start partnerships, and child care resource and referral agencies. Note: **Do not include** children whose *parents paid the rate you charge* but for whom you received a Smart Start quality bonus payment from the local Smart Start office.

Children receiving **full-time** subsidized care: 18	Children receiving **part-time** subsidized care: 3

4. **CHILD CARE RATES FOR YOUNG CHILDREN. Please tell us the full-time rates that private-paying parents paid for your center to care for their young children (0 through 5) in November 2000. Then tell us the number of young children enrolled full-time in November 2000 whose parents were private-paying.**
   - Write your on-time rates. Do not write what the rates turned out to be after you gave parents discounts for paying early or after you charged them extra for paying late.
   - Enter "0" for enrollment if: (1) during November you did not care for children in an age group or (2) all children in that age group were subsidized. (See number 3 for examples of these funding sources.)
   - The numbers you give for enrollment below might be different than the answers you gave in question number 2.
   - When adding up enrollment for the table below:
     - Do not count any children who received subsidized child care. (See instructions for definition of "children receiving subsidized child care.")
     - Do count children who received a second-child discount.

4. **CHILD CARE RATES FOR YOUNG CHILDREN (Continued)**

For the age groups shown to the right…	Infants	1-year olds	2-year olds	3-year olds	4-year olds	5-year olds (pre-school)
What was the **full-time rate** that private-paying parents paid in November?	$ N/A	$ 100	$ 90	$ 85	$ 80	$ 80
Was the rate you gave per… *(circle one)*	Week or month?	Week or month?	Week or month?	Week or month?	Week or month?	Week or month?
How many **children** of private-paying parents were **enrolled full-time** in November?	N/A	6	10	7	5	5

5. **RATES FOR SCHOOL-AGE CARE. Please tell us the rates that private-paying parents paid your center to care for their school-age children during July and November 2000. Also tell us how many school-age children with private-paying parents were enrolled in July 2000 for full-time summer care and in November 2000 for other types of school-age care. Fill out the table below.**
   - Some children may be counted in: a) the full-time summer, b) the full-day and c) only one of the last three columns.
   - Children should not be counted more than once in the last three columns of the table.

For the time frames shown to the right…	Full-Time School-Age Care (**July**)	Full-Day (School Breaks during **fall 2000**)	Before AND After School (**November**)	Before School Only (**November**)	After School Only (**November**)
What was the **rate** that private-paying parents paid for school-age care?	$ 80	$ 20	$ N/A	$ N/A	$ 20
Was the rate per… *(circle one)*	Day, week or month?	Day, week or month?	Day, week or month?	Day, week or month?	Day, week or month?
How many **school-age children** of private-paying parents were **enrolled**?	8	9	N/A	N/A	9

6. **Does your center have a sliding fee scale or offer scholarships?**
   That is, do you determine the rate a private-paying parent will pay based on family income? *(Please circle)* **YES** **NO**

   If so, and if you have a written description of the sliding fee scale/scholarship program, please attach.

7. **Does your center offer weekend care?** *(Please circle)* **YES** **NO**
   If so…
   Does your center charge more for weekend care than weekday care? **YES** **NO** **N/A**

8. **Does your center offer shift care (care during 2nd or 3rd shift)?** **YES** **NO**
   If so…
   Does your center charge more for 2nd or 3rd shift care than 1st shift care? **YES** **NO** **N/A**

9. **TRANSPORTATION. If your center offers transportation** on a regular basis and charges a separate transportation fee, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. **Write "N/A" if you don't provide transportation.**

2000 NORTH CAROLINA CHILD CARE MARKET RATE SURVEY
IMPORTANT INSTRUCTIONS FOR FAMILY CHILD CARE HOMES

- **Please answer every question**. If a question does not apply to you, write "N/A".
- All information (except summer care for school-age children) should be given for the month of **November 2000**.
- The first question asks for information about the children who were in your care during November 2000, not including any school-age children cared for only during school breaks. Please provide information about the children's attendance and what their parents paid for their care. Later questions ask for the fees that are paid by parents for services such as full-day school-age care and transportation.
- Do not include information about your own children.
- If you charge a single fee to a family with more than one child, please break down how much of the fee is for each child.
- "**Private-paying parents**" are parents whose children do not receive subsidized child care. Private-paying parents pay the full fee directly to you as the provider.
- **"Subsidized child care"** is care that is partially or completely paid for on a regular basis by an agency outside your family child care home. Subsidized child care funding pays for specific children, unlike some other sources of funding that pay a certain amount for all of the children in your home. Subsidized child care funds are usually public funds. For example, subsidized child care funds can come from county Departments of Social Services, local Smart Start Partnerships, Child Care Resource and Referral agencies, and other organizations.
- **"On-time rates"** are the rates that parents pay for child care if they pay on time. (Some providers give discounts for early payment or charge extra for late payment.)
- If you need help filling out the survey, start by looking at the enclosed sample.
- If you have **questions** about how to answer a survey question, think the survey does not apply to you, see more than one way to answer a question, or cared for more than eight children at a time in November (not including your own), please contact North Carolina State University and refer to this "market rate survey." Contact information:
  Phone: (919)515-1323. Fax: (919)515-3642. Email: Art_Anthony@ncsu.edu.

CHILD CARE MARKET RATE SURVEY -- FAMILY CHILD CARE HOMES

1. **LICENSE TYPE**
As of November 2000, what type of license did your family child care home have? *(Mark one.)*

____**1-Star** ____**2-Star** ____**3-Star** ____**4-Star** ____**5-Star**
____**Family Child Care Home License**
____**Temporary** ____**Provisional** ____**Special Provisional** ____**Probationary**

2. **INFORMATION ABOUT THE CHILDREN IN YOUR CARE.** Thinking about a typical period of enrollment for your family child care home in November, **please tell us about each child in your care by filling out the table below**. Provide information about every child you regularly cared for in November. Do not include drop-in children. Do not include school-age children who received care only during school breaks. (See question #5.) Do not list any child more than once. We have provided an example in the first row.

How old was this child in November? *(specify months or years old)*	How many **hours per week** in November was this child in your care?	How many **days per week** in November was this child in your care?	If this child is of **school age**, did you usually care for this child **before or after school or both**? *(mark one or both)*	Did you care for this child during the **1st, 2nd, or 3rd shift**? *(circle all that apply)*	In November, **how much did the parent pay** for care for this child?	Is the parent payment you listed **per week or month**? *(mark one)*	Does the child receive **subsidized child care**? (See instructions.)	Does the payment you listed reflect any sort of **discount** you offer parents or is it the full amount that you charge for that age child? *(mark one)*
Example: 2 yrs.	50	5	Before School ☐ After School ☐	(1) 2 3	$ 90	Week ✓ Month ☐	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 1			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 2			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 3			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 4			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 5			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 6			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 7			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 8			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 9*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 10*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 11*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 12*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 13*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 14*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 15*			Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐

*Extra rows are included in case you cared for some children part-time, there was turnover in the children in your home, or you provided child care during more than one shift. Attach an extra page if you need more space to list children's information.

3. **If you indicated in the table (question #2) that any payments reflected discounts, list the reason for giving each discount.**

_____

_____

_____

_____

4. SUMMER SCHOOL-AGE CHILD CARE

Did you care for any school-age children in July 2000? ☐ Yes *(go to 4a)* ☐ No *(go to 5)*

4a. What was the on-time rate that private-paying parents paid in July for full-time school-age care? $ _____ per week OR per month? *(circle)*

4b. How many school-age children of private-paying parents were you caring for on a regular full-time basis in July? _____ child(ren)

5. SCHOOL-AGE CHILD CARE -- BREAKS DURING SCHOOL YEAR

Did you care for any school-age children in November 2000? ☐ Yes *(go to 5a)* ☐ No *(go to 6)*

5a. What was the on-time rate that private-paying parents paid for a full day of school-age care (such as during a teacher workday or another school break)? $ _____ per day for a full day

OR...

If you only charge for the extra ½ day in care, what is that extra rate? $ _____ per day for extra time

5b. How many school-age children did you care for in November whose parents were private paying? _____ child(ren)

6. **Does your program have a sliding fee scale or offer scholarships? That is, do you determine the rate a private-paying parent will pay based on family income?** *(Please circle)* **YES NO**

If so, and if you have a written description of these special rates, please attach.

7. **Does your program offer weekend care?** *(Please circle)* **YES NO**

If so, does your program charge more for weekend care than weekday care? **YES NO N/A**

8. *If you reported in the table in number 2 that your program offers child care during the 2nd or 3rd shift...*

Do you charge more for 2nd or 3rd shift care than for 1st shift care? **YES NO N/A**

9. **TRANSPORTATION.** Some programs offer transportation on a regular basis and charge a separate transportation fee. **If your family child care home offers transportation**, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. If you provided transportation but did not charge for it, put $0 for the amount you charged and enter the typical number of children you transported on a typical day in November. If you cannot show all your transportation fees here, you may attach a description of your fees. **Enter "N/A" in all boxes if you don't offer transportation.**

	Infants through 2-years olds	3-year olds through preschool–age 5-year olds	School-age
What was the **fee** that private-paying parents paid for **transportation** in November?	$	$	$
Was the fee per... *(circle one)*	Day, week or month?	Day, week or month?	Day, week or month?
Was the fee for transportation **to** child care, **from** child care, or **to and from** child care? *(circle one)*	**To From** or **To and From**	**To From** or **To and From**	**To From** or **To and From**
What was the typical **number of children** of private-paying parents transported on a typical day in November?			

10. **OTHER FEES. Please tell us if you charge any extra fees by filling out the table below.**

	Do you charge this fee? *(circle yes or no)*	Fee paid by private-paying parents	How often is the fee charged? *(circle one)*
Application/Enrollment Fee (charged before a child begins to attend the child care program)	Yes No	$	One time weekly monthly yearly
Registration Fee (charged when a child begins attending or periodically while a child is attending)	Yes No	$	One time weekly monthly yearly
Supplies Fee (charged periodically to pay for classroom materials)	Yes No	$	One time weekly monthly yearly
Activities Fee (charged to pay for special events such as field trips)	Yes No	$	One time weekly monthly yearly

Please tell us about any other fees you charge by filling out the table below.

Describe the fee	Amount paid by private-paying parents	How often is the fee charged?
	$	One time weekly monthly yearly
	$	One time weekly monthly yearly

Thank you for filling out the survey! Please return the survey in the stamped envelope (enclosed).

SAMPLE CHILD CARE RATE SURVEY -- FAMILY CHILD CARE HOMES

1. **LICENSE TYPE**
As of November 2000, what type of license did your family child care home have? (*Mark one.*)

____1-Star ____2-Star ___✓_3-Star ____4-Star ____5-Star
____Family Child Care Home License
____Temporary ____Provisional ____Special Provisional ____Probationary

2. **INFORMATION ABOUT THE CHILDREN IN YOUR CARE.** Thinking about a typical period of enrollment for your family child care home in November, **please tell us about each child in your care by filling out the table below**. Provide information about every child you regularly cared for in November. Do not include drop-in children. Do not include school-age children who received care only during school breaks. (See question #5.) Do not list any child more than once. We have provided an example in the first row.

	How old was this child in November? *(specify months or years old)*	How many **hours per week** in November was this child in your care?	How many **days per week** in November was this child in your care?	If this child is of **school age**, did you usually care for this child **before or after school or both**? *(mark one or both)*	Did you care for this child during the **1st, 2nd, or 3rd shift**? *(circle all that apply)*	In November, **how much did the parent pay** for care for this child?	Is the parent payment you listed **per week or month?** *(mark one)*	Does the child receive **subsidized child care**? (See instructions.)	Does the payment you listed reflect any sort of **discount** you offer parents or is it the full amount that you charge for that age child? *(mark one)*
Example	2 yrs.	50	5	Before School ☐ After School ☐	(1) 2 3	$ 90	Week ✓ Month ☐	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 1	6 mos.	45	5	Before School ☐ After School ☐	(1) 2 3	$ 80	Week ☐ Month ✓	(Yes) No	Discounted Fee ✓ Full Fee ☐
Child 2	9 mos.	45	5	Before School ☐ After School ☐	(1) 2 3	$ 80	Week ✓ Month ☐	Yes (No)	Discounted Fee ✓ Full Fee ☐
Child 3	15 mos.	50	5	Before School ☐ After School ☐	(1) 2 3	$ 480	Week ☐ Month ✓	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 4	3 yrs.	30	5	Before School ☐ After School ☐	(1) 2 3	$ 55	Week ✓ Month ☐	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 5	3 yrs.	50	5	Before School ☐ After School ☐	(1) 2 3	$ 85	Week ✓ Month ☐	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 6	7 yrs.	15	5	Before School ☐ After School ✓	1 (2) 3	$ 25	Week ✓ Month ☐	Yes (No)	Discounted Fee ☐ Full Fee ✓
Child 7				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 8				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 9*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 10*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 11*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 12*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 13*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 14*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐
Child 15*				Before School ☐ After School ☐	1 2 3	$	Week ☐ Month ☐	Yes No	Discounted Fee ☐ Full Fee ☐

*Extra rows are included in case you cared for some children part-time, there was turnover in the children in your home, or you provided child care during more than one shift. Attach an extra page if you need more space to list children's information.

BEST COPY AVAILABLE

3. **If you indicated in the table (question #2) that any payments reflected discounts, list the reason for giving each discount.**

Child 1 – DSS set the fee

Child 2 – parents received $10 discount for early bird payment (on-time charge: $90)

4. **SUMMER SCHOOL-AGE CHILD CARE**

Did you care for any school-age children in July 2000? ✓Yes *(go to 4a)* ☐No *(go to 5)*

4a. What was the on-time rate that private-paying parents paid in July for full-time school-age care? $ 85 per (week) OR per month? *(circle)*

4b. How many school-age children of private-paying parents were you caring for on a regular full-time basis in July? 2 child(ren)

5. **SCHOOL-AGE CHILD CARE -- BREAKS DURING SCHOOL YEAR**

Did you care for any school-age children in November 2000? ✓Yes *(go to 5a)* ☐No *(go to 6)*

5a. What was the on-time rate that private-paying parents paid for a full day of school-age care (such as during a teacher workday or another school break)? $ 20 per day for a full day

OR…

If you only charge for the extra ½ day in care, what is that extra rate? $ N/A per day for extra time

5b. How many school-age children did you care for in November whose parents were private paying? 1 child(ren)

6. **Does your program have a sliding fee scale or offer scholarships? That is, do you determine the rate a private-paying parent will pay based on family income?** *(Please circle)* (YES) NO

If so, and if you have a written description of these special rates, please attach.

7. **Does your program offer weekend care?** *(Please circle)* YES (NO)

***If so,* does your program charge more for weekend care than weekday care?** YES NO (N/A)

8. *If you reported in the table in number 2 that your program offers child care during the 2nd or 3rd shift…*

Do you charge more for 2nd or 3rd shift care than for 1st shift care? YES (NO) N/A

9. **TRANSPORTATION.** Some programs offer transportation on a regular basis and charge a separate transportation fee. **If your family child care home offers transportation**, tell us the transportation fee paid by private-paying parents in November. Also write the typical number of children you transported on a typical day in November whose parents were private paying. If you provided transportation but did not charge for it, put $0 for the amount you charged and enter the typical number of children you transported on a typical day in November. If you cannot show all your transportation fees here, you may attach a description of your fees. **Enter "N/A" in all boxes if you don't offer transportation.**

	Infants through 2-years olds	3-year olds through preschool–age 5-year olds	School-age
What was the **fee** that private-paying parents paid for **transportation** in November?	$ N/A	$ N/A	$ N/A
Was the fee per... *(circle one)*	Day, week or month?	Day, week or month?	Day, week or month?
Was the fee for transportation **to** child care, **from** child care, or **to and from** child care? *(circle one)*	**To From** or **To and From**	**To From** or **To and From**	**To From** or **To and From**
What was the typical **number of children** of private-paying parents transported on a typical day in November?	$ N/A	$ N/A	$ N/A

10. **OTHER FEES. Please tell us if you charge any extra fees by filling out the table below.**

	Do you charge this fee? *(circle yes or no)*	Fee paid by private-paying parents	How often is the fee charged? *(circle one)*
Application/Enrollment Fee (charged before a child begins to attend the child care program)	(Yes) No	$ 15	(One time) weekly monthly yearly
Registration Fee (charged when a child begins attending or periodically while a child is attending)	Yes (No)	$ N/A	One time weekly monthly yearly
Supplies Fee (charged periodically to pay for classroom materials)	Yes (No)	$ N/A	One time weekly monthly yearly
Activities Fee (charged to pay for special events such as field trips)	(Yes) No	$ 20	One time weekly monthly (yearly)

Please tell us about any other fees you charge by filling out the table below.

Describe the fee	Amount paid by private-paying parents	How often is the fee charged?
I don't have any other fees.	$	One time weekly monthly yearly
	$	One time weekly monthly yearly

Thank you for filling out the survey! Please return the survey in the stamped envelope (enclosed).

2000 LICENSED PROVIDER MARKET RATE SURVEY

Place address label here
CHILD CARE FACILITY

INSTRUCTIONS:
ALL INFORMATION WHICH IDENTIFIES A SPECIFIC LICENSED PROVIDER WILL REMAIN CONFIDENTIAL. Please **answer each question COMPLETELY and return** the 2000 Licensed Provider Market Rate Survey **no later than May 1, 2000** to:

Place address label here
R&R FACILITY

The Ohio Department of Human Services (ODHS) is conducting this survey in compliance with H.B. 408, Section 5104.04, of the Ohio Revised Code, which states:
(3) The department shall, at least once during every twelve-month period of operation of a center or type A home, collect information concerning the amounts charged by the center or home for providing child day-care services for use in establishing rates of reimbursement pursuant to section 5104.30 of the Revised Code.

The information provided by this survey will be used by ODHS to establish the maximum Market Rate for reimbursing Licensed Child Care Providers who render Publicly Funded Child Care services to Ohio's low income families. The maximum Market Rate will be itemized by the age of the child, time of service(s), and type of service(s) provided.

In addition, LBO is investigating the various payment processes used by the County Departments of Human Services (CDHS) for reimbursing providers and the feasibility of a prospective payment system. **LBO will be making recommendations regarding the payment system to the Ohio Legislature for review.**

Assessing and establishing an accurate and equitable Market Rate and reporting an accurate evaluation of the CDHS payment system(s) hinges exclusively on the information supplied by you, the Licensed Child Care Provider. Please complete all questions accurately and return the survey in the return envelope enclosed no later than **May 1, 2000**.

If additional space is needed for any response, please use the blank page located on the back of the survey or attach a separate page. Please ensure additional response(s) are numbered according to the question(s) being answered. If you have questions or desire additional clarification, please call the Resource & Referral Office at (____) ____-_____. After office hours, please leave a message and your call will be returned.

MAILING INSTRUCTIONS:
After accurately completing the survey, please fold and insert into the enclosed **SELF-ADDRESSED STAMPED ENVELOPE** and mail immediately.

Thank you in advance for your cooperation.

IDENTITY

Please mark all items applicable to your Licensed facility. This information is vital for assessing the various types of licensed facilities throughout the state, and ensuring that a representative sample of each type is adequately evaluated. **PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!**

1. Please indicate your **Type(s)** of licensed child care facility by circling letter(s) in the left column.

   A. NOT APPLICABLE
   B. Type A Family Child Care Home
   C. Type C Child Care Center
   D. Type D Day Camp

2. What type of **Business** is your licensed child care facility?

   A. For-profit, single location
   B. For-profit, multiple locations
   C. Not-for-profit, single location
   D. Not-for-profit, multiple locations

3. Are you part of an agency or organization that provides services other than child care?

   YES NO

CURRENT ENROLLMENT

The following questions ask about your current enrollment.
PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

4. How many children is your child care facility licensed to serve in the following categories?

   A. NOT APPLICABLE
   B. Infant **(0 months to less than 18 months)** _____
   C. Toddler **(18 months to less than 3 years)** _____
   D. Preschool **(3 years to less than 5 years)** _____
   E. School Age **(5 years to less than 13 years)** _____

5. How many **SUBSIDIZED** children do you serve in the following categories?

   A. NONE (If NONE, go to question 20)
   B. Infant **(0 months to less than 18 months)** _____
   C. Toddler **(18 months to less than 3 years)** _____
   D. Preschool **(3 years to less than 5 years)** _____
   E. School Age **(5 years to less than 13 years)** _____

CURRENT PAYMENT SYSTEM

The Ohio Legislature has asked the Legislative Budget Office to study publicly-funded child care payment procedures and make recommendations regarding the feasibility and the potential for development of a cost-based prospective payment system. Please share with us your experience of the child care payment system by completing the questions in the following section.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

6. Do you serve PUBLICLY-SUBSIDIZED CHILDREN? (Children for whom a CDHS pays all or part of the cost of care)

YES NO

If YES, go to question 8. If NO, answer question 7 and then go to question 24.

7. WHY DO YOU NOT OFFER SUBSIDIZED CHILD CARE? Please list the top 3 reasons with 1 being the most significant and 3 being the least significant.

1 _____

2 _____

3 _____

8. How long do you estimate it usually takes the **CDHS TO DETERMINE INITIAL ELIGIBILITY** for a child?

A. Under 2 weeks
B. 2-3 weeks
C. 4-6 weeks
D. More than 6 weeks
E. Don't know

9. Do you serve **CHILDREN WHILE THEY ARE AWAITING AN INITIAL ELIGIBILITY DETERMINATION BY THE CDHS**?

YES NO

If NO, go to question 13

10. For the most recent 12-month period, what was the approximate monthly average percentage of children awaiting their initial eligibility determination **WHO TURNED OUT NOT TO BE ELIGIBLE**?

_____%

11. **DO YOU ATTEMPT TO OBTAIN PAYMENT FROM THE PARENT(S)** of children you have served whose initial eligibility determination turns out to be ineligible?

    YES NO

12. For the most recent 12-month period, what was the approximate monthly average of **HOW MUCH MONEY YOU LOST** because you provided service to children awaiting their initial eligibility determination who turned out **NOT** to be eligible?
    $_____

13. For the most recent month, approximately what **PERCENTAGE** of invoices/vouchers to the county were **REJECTED BECAUSE THE COUNTY CONSIDERED THEM INACCURATE OR INCOMPLETE?**
    _____%

14. For the most recent 12-month period, what was the **AVERAGE LENGTH OF TIME REQUIRED BY THE COUNTY** to process an invoice/voucher (i e , from date of invoice/voucher until the date the check was issued)?

    A. 30 days or less
    B. 31-60 days
    C. 61-90 days
    D. 91-120 days
    E. More than 120 days

15. For the most recent 12-month period, what was the **TOTAL DOLLAR AMOUNT OF CHILD CARE SERVICES BILLED** to the CDHS on average each month?
    $_____

16. For the most recent 12-month period, what was the **PERCENTAGE OF INVOICES/VOUCHERS** for which you received **PAYMENT WITHIN 30 DAYS?**
    _____%

17. Please indicate, the **CURRENT OUTSTANDING AMOUNT** owed to you by the county:

    A. 30 days or less: $_____
    B. 31-60 days: $_____
    C. 61-90 days: $_____
    D. 91-120 days: $_____
    E. More than 120 days: $_____

18. In the last 12 months, have you experienced a **CASH FLOW CRISIS RESULTING FROM THE CDHS NOT PAYING INVOICES WITHIN 30 DAYS OF BILLING?**

YES NO
If NO, go to question 20

19. If YES to question 18, in the last 12 months, how have you responded to a **CASH FLOW CRISIS RESULTING FROM THE CDHS NOT PAYING INVOICES WITHIN 30 DAYS OF BILLING?** (Please circle all that apply)

A. Secured a loan
B. Established a line of credit
C. Used a personal credit card
D. Go without paying the director or staff
E. Other, please specify: _____

_____

20. In terms of your administrative and personnel cost, **HOW MUCH DOES IT COST YOU OR HOW MUCH DO YOU SAVE** each month as a result of providing publicly-funded child care services? (Choose one)

A. Added cost: $_____
B. Added savings: $_____

21. What **FACTORS** do you feel **CONTRIBUTE TO DELAYS IN PROCESSING PAYMENTS** for subsidized child care, with 1 being most significant and 3 being the least significant:

1 _____

2 _____

3 _____

22. When does the CDHS **INFORM YOU THAT A CHILD'S ELIGIBILITY HAS BEEN TERMINATED?**

A. Immediately
B. Within 2 weeks
C. 2-3 weeks
D. 4-6 weeks
E. Never

23. On a grading scale like that used in schools, **HOW WOULD YOU RATE THE CURRENT CHILD CARE PAYMENT SYSTEM?**

A. A
B. B
D. C
D. D
E. F

PRICES

Please answer each question accurately and completely. The accuracy of your pricing information is essential for formulating an equitable Market Rate for each applicable age group and established time interval.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

24. Has your child care facility ever **CONTRACTED** and/or honored the **CERTIFICATE OF AUTHORIZED PAYMENT (COAP) VOUCHER** with any **County Department of Human Services (CDHS)**?

YES NO
If NO, go to question 26

25. If YES to questions 24, how many CDHSs is, or has, your child care facility **CONTRACTED** with and/or honored a **CERTIFICATE OF AUTHORIZED PAYMENT (COAP) VOUCHER**?_____

26. What is your basic **HOURLY RATE** charged to the general public?

A.	NOT APPLICABLE		
B.	Infant	**(0 months to less than 18 months)**	$_____ per hour
C.	Toddler	**(18 months to less than 3 years)**	$_____ per hour
D.	Preschool	**(3 years to less than 5 years)**	$_____ per hour
E.	School Age	**(5 years to less than 13 years)**	$_____ per hour

27. What is your basic **DAILY FULL-TIME RATE** charged to the general public?

A.	NOT APPLICABLE		
B.	Infant	**(0 months to less than 18 months)**	$_____ per day
C.	Toddler	**(18 months to less than 3 years)**	$_____ per day
D.	Preschool	**(3 years to less than 5 years)**	$_____ per day
E.	School Age	**(5 years to less than 13 years)**	$_____ per day

28. What is your basic **DAILY PART-TIME RATE** charged to the general public?

A.	NOT APPLICABLE		
B.	Infant	**(0 months to less than 18 months)**	$_____ per day
C.	Toddler	**(18 months to less than 3 years)**	$_____ per day
D.	Preschool	**(3 years to less than 5 years)**	$_____ per day
E.	School Age	**(5 years to less than 13 years)**	$_____ per day

29. What is your basic **DAILY RATE** for **PART-WEEK RATE** charged to the general public? (i.e., Monday, Wednesday, Friday care only)

A.	NOT APPLICABLE		
B.	Infant	**(0 months to less than 18 months)**	$_____ per day
C.	Toddler	**(18 months to less than 3 years)**	$_____ per day
D.	Preschool	**(3 years to less than 5 years)**	$_____ per day
E.	School Age	**(5 years to less than 13 years)**	$_____ per day

30. What is your basic **WEEKLY RATE** charged to the general public?

A.	NOT APPLICABLE		
B.	Infant	**(0 months to less than 18 months)**	$_____ per week
C.	Toddler	**(18 months to less than 3 years)**	$_____ per week
D.	Preschool	**(3 years to less than 5 years)**	$_____ per week
E.	School Age	**(5 years to less than 13 years)**	$_____ per week

NON-TRADITIONAL HOURS

The working, training or educational schedule(s) of today's parent(s) are rarely the traditional 6 AM to 6 PM hours of operation offered by most Licensed Child Care Centers. Consequently, parents are often forced to seek alternative care during Non-Traditional hours. As more and more parents enter the workforce, finding safe, reliable and affordable quality child care services during Non-Traditional hours is becoming very difficult. To address this growing need, more Licensed Child Care Centers are remaining open for business during Non-Traditional Hours.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

31. Does your child care facility provide services during **NON-TRADITIONAL HOURS**?

YES NO
If NO, go to question 34

32. If YES to question 31, what are your **NON-TRADITIONAL HOURS**?

FROM_____ TO_____ SU M T W TH F S
Please circle correct day(s)

33. What **RATE** does your child care facility charge to the general public to provide child care services during **NON-TRADITIONAL HOURS**?

A. Same **RATE** as **TRADITIONAL HOURS**

B.	NOT APPLICABLE		
C.	Infant	**(0 months to less than 18 months)**	$_____ per **HOUR**
D.	Toddler	**(18 months to less than 3 years)**	$_____ per **HOUR**
E.	Preschool	**(3 years to less than 5 years)**	$_____ per **HOUR**
F.	School Age	**(5 years to less than 13 years)**	$_____ per **HOUR**
G.	NOT APPLICABLE		
H.	Infant	**(0 months to less than 18 months)**	$_____ per **DAY**
I.	Toddler	**(18 months to less than 3 years)**	$_____ per **DAY**
J.	Preschool	**(3 years to less than 5 years)**	$_____ per **DAY**
K.	School Age	**(5 years to less than 13 years)**	$_____ per **DAY**
L.	NOT APPLICABLE		
M.	Infant	**(0 months to less than 18 months)**	$_____ per **WEEK**
N.	Toddler	**(18 months to less than 3 years)**	$_____ per **WEEK**
O.	Preschool	**(3 years to less than 5 years)**	$_____ per **WEEK**
P.	School Age	**(5 years to less than 13 years)**	$_____ per **WEEK**

SPECIAL NEEDS

Providing safe, efficient and dependable child care services to children with a physical and/or mental handicap, as verified by licensed physician and/or licensed/certified psychologist, is an important part of Ohio's Publicly Funded Child Care program. **PLEASE CIRCLE CORRECT ANSWER!**

34. Has your facility ever served children with **SPECIAL NEEDS**?

YES NO

ADDITIONAL SERVICES

Several innovative Licensed Child Care facilities offer services in addition to those required for State Licensure. The following questions refer to the most common additional services. If your facility offers a service(s) which is not identified, please list your service(s) with pricing and frequency offered in the space provided.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

35. Does your child care facility provide **TRANSPORTATION**?

YES NO

If NO, go to question 38

36. If YES to question 35, is the cost of **TRANSPORTATION** included in your basic rate?

YES NO
If YES, go to question 38

37. If NO to Question 36, what is your rate for providing **TRANSPORTATION**?

One Way: $_____ per day/week
Round Trip: $_____ per day/week
Other: $_____ per day/week

38. Does your child care facility require a **REGISTRATION FEE**?

YES NO
How often: _____
Cost: $_____ per registration

39. Does your child care facility require an **ADVANCE PAYMENT**?

YES NO
How often: _____
Cost: $_____ per advance payment

40. Does your child care facility require a **DEPOSIT**?

YES NO
How often: _____
Cost: $_____ per deposit

41. Does your facility charge an **ACTIVITY FEE**?

YES NO
How often: _____
Cost: $_____ per activity

42. Does your facility charge **ANY OTHER FEE(S)** not mentioned above?

YES NO
Please describe: _____
How often: _____
Cost: $_____ Other fee(s)

DISCOUNTS

Several Licensed facilities offer special pricing discounts to families with more than one child in care, as well as, other special pricing discounts. Information of this type assists the State with developing a more complete picture of the child care market. Please answer each question completely.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

43. Does your child care facility offer **DISCOUNT RATES** for additional children from the same family?

YES NO
If NO, go to question 47

44. What is your basic **DISCOUNT RATE** charged to the public?

Infant	2nd $_____	3rd $_____		Preschool	2nd $_____	3rd $_____	
Toddler	2nd $_____	3rd $_____		School Age	2nd $_____	3rd $_____	

45. Does your facility offer other type(s) of **DISCOUNT RATE(S)** to the general public?

YES NO
If NO, go to question 47

46. If YES to question 45, please describe other type(s) of **DISCOUNT RATE(S)**?

_____

_____

ALTERNATIVE PAYMENT SYSTEMS

The following questions concern other possible ways to design a child care payment system. Let us know how you think each would improve or worsen the stability and predictability of payment for subsidized child care services. **PLEASE CIRCLE CORRECT ANSWER!**

47. **The private-pay model**. The county would pay you in advance, based on weekly enrollment without regard to the actual number of hours or days the child attends during the week, just as is the case with private-pay families. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

48. **Historical projection**. You would receive monthly payments in advance of the month of service, based on your past use and current payment rates. The county would reconcile the accuracy of those payment with you monthly using its current method for determining invoice/voucher accuracy. Based on this reconciliation, the next month's payment would be adjusted as necessary. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

49. **Annual contracts for subsidized care**. The CDHS would contract with you to make available a set level of subsidized child care services annually, i.e. the CDHS would purchase a set number of slots from you each year by contract and begin paying on the contract in advance of the delivery of child care services. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

50. **Mixed prospective payment and reimbursement approaches**. As in the previous question, the CDHS would contract with you for a set number of slots. In addition, if you cared for eligible children beyond the number of slots in your yearly contract, the CDHS would reimburse you using its current reimbursement payment methods. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
5. Significantly worsen

51. **Cost-center model.** The state would determine subsidy rates using a mixture of a base rate (derived from a market rate survey) and a separate additional amount which would include cost for other items, i.e. training and professional development, facility costs and supplies. You would receive each month in advance a monthly payment based on past service and a base rate. The CDHS would reconcile the accuracy of those payments with you each month as well, taking into consideration actual volume of service provided (using the CDHS' current process for examining invoices/vouchers for accuracy and eligibility) and making an adjustment for actual cost incurred by your center during the month. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

52. **Automated eligibility**. Your facility would be allowed to enter eligibility information on-line for clients and counties would perform the actual determination of eligibility. You would have continuing access to this automated eligibility system giving you the ability to verify a client's eligibility status at any time. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

53. **Electronic funds transfer (EFT)**. The current system would be maintained and enhanced by requiring county auditors or the Auditor of State to process child care payments to providers through electronic funds transfer. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

54. **Electronic benefits transfer (EBT):** Eligible parents would swipe a magnetic "smart card" through a reader at your facility connected live or hooked up daily to the county. How would this system affect whether you are paid or paid on time?

A. Significantly improve
B. Minimally improve
C. No effect
D. Minimally worsen
E. Significantly worsen

QUALITY

Parents and child care experts know that young children grow, change and develop at an amazing rate. They know, perhaps instinctively, that their interactions with young children and children's interaction with their surroundings stimulate the growing process. And now, scientific research has confirmed that the experiences in the first three years after birth determine the actual wiring of the brain. Recent national studies confirm that children do better in high-quality programs than in poor-quality care. Children in high-quality centers have greater language ability, better pre-math skills, and more advanced social skills than children in poor-quality programs.

PLEASE CIRCLE CORRECT ANSWER AND/OR FILL-IN BLANK!

55. Does your child care facility meet any standards in addition to those required for Licensure, i.e., **National Association for the Education of Young Children (NAEYC), National Association of Family Day Care (NAFDC), Head Start, American Camp Association (ACA)**, etc.?

YES NO
Please List: _____

_____

_____

56. Does your child care facility survey parents regarding their satisfaction with the care their children receive in your facility?

YES NO
If NO, go to question 58.

57. What percentage of parents are satisfied with the care their children receive in your facility?

_____%

58. Does your child care facility pay for health care insurance for your employees?

YES NO

59. Does your child care facility pay for any other benefits, such as pension, vacation, sick, personal leave, life insurance, other? Please check all that apply:

1. Vacation Leave
2. Sick Leave
3. Personal Leave
4. Life Insurance
5. Educational Leave
6. Pension
7. Other (describe)_____

60. Does your child care facility offer in-service training to your employees?

YES NO

61. Does your child care facility pay for employees to attend professional development programs?

YES NO

62. Does your child care facility have a formal partnership with a Head Start provider to provide full day/full year care for all children?

YES NO

PLEASE SIGN

It may be necessary to follow-up with your licensed child care facility to clarify information provided. To assist with the clarification process, please provide name(s) and title(s) of person(s) completing survey. Once again, on behalf of the Ohio Department of Human Services and the Ohio Legislative Budget Office, thank you for taking the time to complete this survey. ***ALL INFORMATION WHICH IDENTIFIES A SPECIFIC LICENSED CHILD CARE FACILITY AND/OR PROVIDER(S) WILL REMAIN CONFIDENTIAL.***

NAME _____ TITLE _____ DATE _____

ADDITIONAL INFORMATION

Please ensure all responses are numbered according to the question(s) being answered.

Child Care Rate Survey – 1999

For the

Oklahoma Department of Human Services
Office of Child Care

David A. Penn
Center for Economic and Management Research
Michael F. Price College of Business
The University of Oklahoma

August 1999

Child Care Rate Survey - 1999

Center for Economic and Management Research
Michael F. Price College of Business
The University of Oklahoma

Fielding the Questionnaire

Nearly 3,500 facilities were randomly selected from listings of licensed child care facilities provided by the Department of Human Services. Facilities in smaller counties were sampled at a higher rate than facilities in larger counties in order to obtain an acceptable geographic coverage: all the facilities were included in the sample in counties with 20 or fewer providers.

Questionnaires were mailed to each provider during the period November 1998 through March 1999. Providers were asked to review the questionnaire, then wait for a call from a telephone interviewer to collect the data.

Data Analysis

County-level weights were used in the data analysis to retain proportionality. All data presented in the tables are estimates of the population of child care centers and family child care homes inferred from the weighted sample statistics.

Response Rate

Of the sample of 3,436 facilities, 360 were determined to be either no longer in business or not open to the public and 413 could not be reached by telephone. Eligible providers, those that were in business and could be reached by telephone, consisted of 2,663 facilities. Of these, 71 refused to complete the interview and 421 were still unresolved (busy signal, no answer, or an appointment time was set) at the conclusion of interviewing. Interviews were completed with 2,171 facilities, or 81.5 percent of eligible providers. Response rates were nearly identical for centers and homes.

Table 1: Response Rate

	Centers	Homes	Total
Total number of providers in sample	1,166	2,270	3,436
Ineligible (not open to public, not in business)	66	294	360
Telephone number not in service, wrong number	102	311	413
Eligible providers	998	1,665	2,663
Refusals and terminations	36	35	71
Busy, no answer, appointment	150	271	421
Completed interviews	812	1,359	2,171
Response rate (percent)	81.4	81.6	81.5

Characteristics of Child Care Centers

Approximately 68 percent of child care centers are for-profit facilities. Church related centers are 11.4 percent, while not-for-profit facilities are 10.6 percent (Table 2).

Table 2:

Type of Child Care Center	Percent
For profit	67.6
Not-for-profit	10.6
Church	11.4
Educational setting	6.4
Public or government	3.2
Other	0.8

Children Accepted for Care

Care for infants is more difficult to find than for other ages of children: just 63 percent of centers offer care for infants on a full-time basis and only 36 percent offer part-time care. Full-time care is much easier to find than is part-time care for every age group.

Table 3:
Age of Children Accepted for Care
(Percent of providers)

Full-time care	Centers	Homes
Infants	63.3	81.2
Toddlers	77.7	90.7
Twos	87.4	94.3
Threes	92.2	93.9
Fours and fives	93.4	89.9
Kindergartners	87.6	73.1
School agers	79.9	64.2
Part-time care	Centers	Homes
Infants	36.4	39.4
Toddlers	44.7	43.7
Twos	53.3	45.4
Threes	58.6	45.7
Fours and fives	61.8	45.5
Kindergartners	60.7	43.0
School agers	64.4	43.8

Vacancies at Centers and Homes

Approximately 62 percent of centers and 38 percent of homes reported one or more vacancies at the time of the interview. Vacancies targeted specifically for infants and toddlers are very few.

Table 4:
Vacancies by Age Group

	Centers	Homes
Percent of facilities with vacancies	61.7	38.0
Number of Vacancies		
Infants	200	128
Toddlers	414	156
Twos	514	321
Threes	1,069	340
Fours and fives	1,387	236
Kindergartners	776	112
School agers	1,206	130
Any age	5,689	1,261
All	11,255	2,684

Children on Waiting Lists

Sixty-two percent of centers and 38 percent of homes maintain a list of children waiting for admission. The total number of children on waiting lists is probably somewhat overestimated, since a number of children can be found on lists for more than one facility. However, the *distribution* of children by age is informative: more than 50 percent of children on waiting lists are under two years old, and 32 percent are infants.

In addition, demand for slots is growing: 24 percent of centers and 16 percent of homes reported that the number of children on their waiting lists had increased from one year earlier.

Table 5:
Children on Waiting Lists

	Centers	Homes
Percent of facilities that have waiting lists:	61.7	37.6
Number of children on waiting lists:		
Infants	3,689	2,661
Toddlers	3,134	859
Twos	2,543	758
Threes	1,971	641
Fours and fives	1,305	403
Kindergartners	387	138
School agers	981	338
Number of children on waiting list is more than...(percent of facilities)		
Six months ago	25.3	15.2
One year ago	23.9	15.9

DHS Subsidy Program

Nearly 90 percent of centers and 76 percent of homes participate in the DHS child care subsidy program (Table 6). However, only about 54 percent of participating centers and 64 percent of participating homes will accept subsidized infants for care (Table 7).

Participation in the subsidy program can be a challenge for centers and homes. More than half the centers and 27 percent of the homes report that parents have difficulty paying the required co-pay. In addition, the administrative requirements of participating in the subsidy program requires 22 hours of work per month for the average center and 8 hours per month for the average home. Valued at the minimum wage, the cost to the average participating center and home is $115 per month and $43 per month, respectively.

Table 6:

Participation in the DHS Subsidy Program

	Centers	Homes
Percent of facilities participating in subsidy program	88.6	76.0
Percent reporting that parents have difficulty paying co-pay	52.4	27.2
Average monthly hours needed for progam administration	22.4	8.3
Estimated monthly cost @ $5.15 hour	$115	$43
Average number of subsidy children in care	25.4	4.8
Percent of providers that participate in the Child Care Food Program	45.9	72.0

Table 7:

Ages of Subsidy Children Accepted

Percent of subsidy providers that accept children by age group:	Centers	Homes
Infants	54.1	64.2
Toddlers	69.2	70.9
Twos	77.9	73.4
Threes	82.9	73.0
Fours and fives	82.9	70.9
Kindergartners	82.2	60.9
School agers	78.2	55.9

Type of Care Offered

One in five child care centers care for children who are physically disabled, mentally retarded, or emotionally disturbed. Care for children with disabilities is much more rare in family child care homes.

However, family child care homes are much more likely to offer care in the evenings, overnight care, weekend care, and care that accommodates a parent's flexible work schedule. Homes are also much more likely to provide care for children who are sick.

Roughly one in five child care centers and one in three family child care homes believe that local need is high for flexible schedules, evening care, and weekend care.

Table 8:

Type of Care Offered

	Centers	Homes
Percent of facilities that care for children who are...		
Physically disabled	21.5	8.5
Mentally retarded	15.6	5.6
Emotionally disturbed	20.8	7.4
Other disabilities	22.3	7.9
Percent that care for sick children	8.3	17.4
Percent of facilities that offer:		
Flexible schedules	18.8	32.4
Evening care	9.3	28.2
Overnight care	2.3	22.2
Weekend care	6.9	19.5
Percent of facilities that perceive high local need for..		
Flexible schedules	25.3	36.5
Evening care	23.0	35.0
Overnight care	11.8	18.9
Weekend care	21.2	35.1

Charges and Fees

Activity fees are used by 35 percent of centers and 17 percent of homes. Centers are much more likely to charge a registration fee than are homes.

Table 9:

Charges and Fees

	Centers	Homes
Percent of facilities that charge for:		
Deposit	8.5	5.4
Registration	35.0	3.0
Activities	35.1	17.4
Transportation	3.6	2.8
Supplies	6.5	1.5
Average annual charge ($):		
Deposit	42.33	56.51
Registration	33.10	36.37
Activities	52.68	45.19
Transportation	121.30	154.94
Supplies	44.25	49.07

Payment for Service

Most centers and homes, about 59 percent, expect parents to pay for days when the child is sick. A little less than half of centers and homes charge for holidays when the facility is closed. Only about 30 percent charge when the child is away for a family vacation.

Table 10:

Payment for Service (percent of facilities)

	Centers	Homes
Percent of facilities that expect parents to pay for...		
Holidays	45.2	46.7
Days when child is sick	58.7	59.0
Child's family vacation	30.5	31.6
Service regardless of attendance	54.2	57.4

Number of Teachers

Licensed child care centers employ 11,500 teachers, with 7,500 of these working full-time. The average number of teachers per center is 5.4, with the average center in the High rate area supporting more than double the number of teachers than the average center in the Low rate area.

Roughly 2,700 full-time teachers left employment at centers during the past twelve months, a turnover rate of 36.5 percent. The turnover rate was higher for part-time teachers. The rate of turnover for all teachers at centers (both full- and part-time) is 43.9 percent.

On average, one teacher is available for every 7.3 children in child care centers. A lower ratio of children to teachers is found in facilities in the High rate area than in the Medium and Low rate areas.

Table 11:

Number of Teachers at Child Care Centers

		Rate Area		
	All	High	Medium	Low
Estimated total number of teachers				
Full-time	7,456	4,518	1,362	1,573
Part-time	4,083	2,547	730	801
Total	11,539	7,065	2,092	2,374
Estimated total number of teachers who have left in the previous 12 months				
Full-time	2,718	1,718	358	638
Part-time	2,348	1,475	441	431
Total	5,066	3,193	799	1,069
Annual rate of turnover of teachers (percent)				
Full-time	36.5	38.0	26.3	40.6
Part-time	57.5	57.9	60.4	53.8
Total	43.9	45.2	38.2	45.0
Average number of teachers per facility:				
Full-time	5.4	7.7	4.6	3.2
Part-time	3.0	4.3	2.5	1.6
Average number of children per teacher:	7.3	6.7	7.9	8.4

Starting Pay

Table 12 shows the average for the lowest and the highest starting wage at child care centers. About half of child care centers offer a fixed starting wage, while for the other half the starting wage depends on education and experience. The average starting wage ranges from just $5.26 to $5.52 per hour, not considerably higher than the minimum wage of $5.15 per hour. Starting wages for teachers with more experience and/or education are higher in the High rate area and in centers that have achieved NAEYC accreditation.

Table 12:

Average Starting Pay for Teachers at Child Care Centers ($)

		Rate Area				Not
	State	High	Medium	Low	Accredited	Accredited
Lowest starting pay (per hour)	5.26	5.35	5.23	5.21	5.84	5.24
Highest starting pay (per hour)	5.52	6.02	5.35	5.26	7.20	5.48
Lowest starting pay (annualized*)	10,730	10,905	10,673	10,637	11,918	10,699
Highest starting pay (annualized*)	11,269	12,284	10,907	10,732	14,693	11,174

* Assumes 2,040 paid hours in a year

Most Experienced Teacher

Child care centers were asked to indicate the years of experience and pay rate for the most experienced teacher. The results show that the level of experience varies greatly, with about 30 percent with ten years or more but nearly 42 percent with 5 years or less experience.

Experience tends to be strongly related to the level of rates in the surrounding area. For centers in the High rate area, for example, 41.2 percent of the most experienced teachers had 10 years or more, compared with 24.3 percent in the Medium rate area and 17.8 percent in the Low rate area.

Table 13:

Years of Experience for the Most Experienced Teacher at Child Care Centers

Years of Experience	State	Rate Area		
		High	Medium	Low
		(Percent)		
2.5 years or less	15.4	13.7	12.3	19.3
More than 2.5 years up to 5 years	26.5	19.0	33.3	32.0
More than 5 years up to 7 years	12.1	12.0	10.3	13.5
More than 7 years up to 10 years	16.5	14.1	19.8	17.4
More than 10 years up to 20 years	23.4	31.0	21.7	14.8
More than 20 years	6.1	10.3	2.7	3.0
Five years or less	41.9	32.7	45.7	51.3
Ten years or more	29.5	41.2	24.3	17.8

The pay rate for the most experienced teacher tends to increase with years of experience (Table 14): teachers with 2.5 years or less experience average $6.10 per hour, climbing to $6.86 for 7 to 10 years experience and $7.53 for more than 20 years experience. The most experienced teacher at accredited facilities earns at least 20 percent more than does the most experienced teacher at facilities that are not accredited.

Table 14:

Average Pay for the Most Experienced Teacher at Child Care Centers, by Years of Experience ($/hour)

Years of Experience	All	Rate Area			Accredited	Not Accredited
		High	Medium	Low		
Up to 2.5 years	6.10	6.64	5.67	5.78	7.84	6.06
2.5 to 5 years	6.22	6.89	6.05	5.83	7.89	6.18
5 years to 7 years	6.57	6.82	7.03	6.06	8.59	6.49
7 years to 10 years	6.86	7.51	6.75	6.26	9.03	6.72
10 years to 20 years	7.19	7.79	6.84	5.94	8.43	7.07
More than 20 years	7.53	7.44	8.19	7.57	11.00	7.35
All	6.53	7.13	6.38	5.91	8.40	6.44

The level of education also tends to increase with rate area. Table 15 shows the distribution of education of the most experienced teacher by rate area for child care centers. Nearly half (48.7 percent) in the Low rate area have no more than a high school diploma, compared with just 31.8 percent in the High rate area. Similarly, nearly a third of the most experienced teachers in the High rate area have a Bachelor's degree or better, compared with 25.2 percent in the Medium rate area and 13.5 percent in the Low rate area.

Table 15:
Education Level for the Most Experienced Teacher
Child Care Centers
(Percent)

Education of Highest Paid Teacher	State	Rate Area High	Medium	Low
Less than High School	0.6	0.4	1.3	0.3
High School diploma or equivalent	38.9	31.8	37.8	48.7
Vo-tech training	6.4	6.8	6.3	5.9
Some college	20.0	18.0	19.7	22.8
Associate's Degree	9.9	10.7	9.7	8.9
Bachelor's Degree	19.7	24.7	21.7	12.2
Master's Degree	4.4	7.5	3.4	1.0
Doctorate Degree	0.1	0.0	0.0	0.3
Bachelor's Degree or better	24.2	32.2	25.2	13.5

Pay for the most experienced teacher tends to increase with education (Table 16). Average pay for the teachers with no more than a high school diploma is just $6.12, compared with $7.64 for those with at least a Bachelor's degree.

Table 16:
Pay for the Most Experienced Teacher by Level of Education
Child Care Centers ($/hour)

Education of Highest Paid Teacher	All	Rate Area High	Medium	Low	Accredited	Not Accredited
High School diploma or less	6.12	6.68	5.93	5.77	7.76	6.10
Vo-tech training or some college	6.49	7.05	6.12	6.09	8.49	6.46
Associate's Degree	6.66	7.10	6.38	6.15	6.24	6.69
Bachelor's Degree or higher	7.64	8.01	7.66	6.50	9.41	7.41

Level of Education of the Facility Director

A relatively large percentage of directors of child care centers have a college education; 29 percent have at least a Bachelor's degree (37.4 percent in the High cost area) and 9.2 percent have a Master's degree. By contrast, only 7.5 percent of proprietors of family child care homes have a college degree.

Table 17:
Education Level of the Facility Director
(Percent)

	Child Care Centers			
		Rate Area		
Education Level	State	High	Medium	Low
Less than High School	0.6	0.4	0.5	0.8
High School diploma or equivalent	30.2	20.8	33.2	39.3
Vo-tech training	5.2	4.5	6.1	5.7
Some college	24.3	25.3	21.8	24.5
Associate's Degree	10.8	11.6	9.9	10.3
Bachelor's Degree	19.1	23.7	18.2	14.3
Master's Degree	9.2	13.3	8.4	4.9
Doctorate Degree	0.7	0.4	1.8	0.3
Bachelor's Degree or better	29.0	37.4	28.5	19.5

	Family Child Care Homes			
		Rate Area		
Education Level	State	High	Medium	Low
Less than High School	8.4	8.6	7.4	8.7
High School diploma or equivalent	44.1	37.0	45.3	54.1
Vo-tech training	5.2	4.6	5.3	6.1
Some college	30.2	36.4	31.5	19.8
Associate's Degree	4.5	5.0	2.7	5.1
Bachelor's Degree	6.6	6.9	6.9	5.9
Master's Degree	0.9	1.4	0.9	0.2
Doctorate Degree	0.0	0.0	0.0	0.0
Bachelor's Degree or better	7.5	8.4	7.8	6.1

Child Care Center Expansion Potential

In order to determine the potential for adding child care capacity, centers were asked to indicate the number of slots that could potentially be added within the present square

Table 18:
Expansion Potential in Child Care Centers

		Rate Area		
	State	High	Medium	Low
Percent of facilities that could add slots within present square footage	26.4	26.5	22.7	27.7
Number of Slots that COULD be added:				
Infants	432	122	59	251
Toddlers	443	115	57	271
Twos	601	174	75	353
Threes	836	316	133	388
Fours and fives	1,117	461	196	460
Kindergartners	588	245	115	228
School agers	1,012	392	220	399
Total	5,029	1,825	855	2,350
Number of slots that WILL LIKELY be added in the next 12 months:				
Infants	108	35	32	40
Toddlers	95	48	13	35
Twos	226	83	34	108
Threes	375	184	82	110
Fours and fives	444	256	33	153
Kindergartners	199	145	23	32
School agers	523	180	128	213
Total	1,970	931	345	691
Percent of slots LIKELY to be added during the next 12 months:				
Infants	25.0	28.7	54.2	15.9
Toddlers	21.4	41.7	22.8	12.9
Twos	37.6	47.7	45.3	30.6
Threes	44.9	58.2	61.7	28.4
Fours and fives	39.7	55.5	16.8	33.3
Kindergartners	33.8	59.2	20.0	14.0
School agers	51.7	45.9	58.2	53.4
Total	39.2	51.0	40.4	29.4

footage of their structure and also the likelihood that these slots will be added within the next 12 months. About one-fourth (26.4 percent) could potentially add slots, with 25 percent to 50 percent of these slots likely to be added in the next 12 months, with slots for the younger children (infants and toddlers) showing the smallest potential for increase.

Two Star Status of Child Care Centers

Nearly 25 percent plan to begin the process for national accreditation, with centers in the High rate area are much more likely to start the accreditation process than are centers in the Medium and Low rate areas. About half of centers intend to apply for Two Star status with the next year.

Table 19:
Accreditation and Two Star Status, Child Care Centers (percent)

		Rate Area		
	State	High	Medium	Low
Has begun self-study process for national accreditation	24.8	32.4	17.3	19.9
Intend to apply for Two Star status in the next 12 months	51.0	57.0	48.1	44.8

Planned Rate Increases

Forty-four percent of centers and 29 percent of homes raised rates last year. Approximately 39 percent of centers and 25 percent of homes either have raised rates this year or have plans to raise rates.

Table 20:
Rate Increases (percent)

	Centers	Homes
Increased rates last year	44.4	29.2
Increased rates this year	31.6	19.7
Plan to increase rates this year	8.5	5.4

Market Rates

Rates for child care were estimated for seven age categories of children:

- Infants (0-9 months of age),
- Toddlers (10-23 months of age),
- Two year olds,
- Three year olds,
- Four and five year olds,
- Kindergartners (currently attending kindergarten), and
- School-agers (six years or older or completed kindergarten).

A facility must meet three conditions to be included in the rate analysis for a particular age group: 1) must accept children for care in the age group, 2) must charge a market-based rate, not a rate based on parent's income, and 3) must currently have children in care in the age group. Aggregate rates are computed by weighting each facility by the number of children in the age group, then applying a county-level weight.

Average market child care rates are summarized in Table 21. Daily, weekly, and monthly charges are shown. Not all facilities reported rates for all three time periods; thus, rates were converted from one time period to another as follows:

Daily = Weekly / 5

Weekly = Monthly / 4.33.

Average rates in the High rate area are 13 percent higher than the statewide market rate for infants and toddlers and 7.7 percent higher for two and three year olds. Accredited centers charge considerably more than other facilities; market rates for infants and toddlers in accredited centers are 28 percent higher than statewide and 16.7 percent higher for two and three year olds. Market rates for family day care homes are considerably lower than for child care centers (Table 22). Detailed mean rates are provided in Appendix A.

Table 21:
Charges by Child Care Centers
Average (mean) rates

State	Daily	Weekly	Monthly
Infants and toddlers	17.53	84.11	354.41
Two and three year olds	15.74	74.50	313.74
Four and five year olds	15.27	72.25	304.98
Kindergartners and School agers	12.82	59.35	247.01
High Rate Area	**Daily**	**Weekly**	**Monthly**
Infants and toddlers	20.22	95.52	403.98
Two and three year olds	17.98	83.26	351.86
Four and five year olds	17.01	79.00	334.90
Kindergartners and School agers	13.79	63.68	268.13
Medium Rate Area	**Daily**	**Weekly**	**Monthly**
Infants and toddlers	15.59	75.35	314.78
Two and three year olds	13.95	67.86	283.20
Four and five year olds	13.33	65.00	271.73
Kindergartners and School agers	11.83	52.23	214.71
Low Rate Area	**Daily**	**Weekly**	**Monthly**
Infants and toddlers	13.69	68.07	285.51
Two and three year olds	12.12	60.11	252.36
Four and five year olds	11.84	58.79	246.28
Kindergartners and School agers	10.76	53.33	215.90
Accredited	**Daily**	**Weekly**	**Monthly**
Infants and toddlers	22.24	107.25	460.32
Two and three year olds	20.23	92.30	393.78
Four and five year olds	19.68	90.14	385.36
Kindergartners and School agers	16.35	69.17	297.89
Not Accredited	**Daily**	**Weekly**	**Monthly**
Infants and toddlers	17.22	82.57	347.36
Two and three year olds	15.43	73.26	308.21
Four and five year olds	14.96	71.01	299.44
Kindergartners and School agers	12.62	58.79	244.10

Table 22:
Charges by Family Child Care Homes
Average (mean) rates

State	Daily	Weekly	Monthly
Infants and toddlers	13.96	68.99	287.61
Two to five year olds	12.73	62.42	260.38
Kindergartners and School agers	10.76	53.46	218.75

High Rate Area	Daily	Weekly	Monthly
Infants and toddlers	14.85	73.40	306.07
Two and three year olds	13.75	67.57	282.18
Kindergartners and School agers	11.01	54.72	225.76

Medium Rate Area	Daily	Weekly	Monthly
Infants and toddlers	13.40	67.13	279.61
Two and three year olds	12.16	60.66	252.86
Kindergartners and School agers	10.57	53.12	215.61

Low Rate Area	Daily	Weekly	Monthly
Infants and toddlers	12.58	62.79	261.87
Two and three year olds	11.35	56.55	235.68
Kindergartners and School agers	10.36	51.47	208.97

Table B1:
Average Daily Charge Child Care Centers ($)
Full-time Care

	Infants & Toddlers	Twos & Threes	Fours & Fives	Kindergartners & School Agers
Adair County	14.00	12.46	12.00	12.00
Alfalfa County	13.00	11.92	11.50	10.86
Atoka County	12.86	11.54	11.64	
Beaver County				
Beckham County	13.19	11.55	11.28	10.74
Blaine County	14.00	11.43	11.27	11.00
Bryan County	13.69	11.81	11.67	10.23
Caddo County	14.12	12.67	12.46	10.55
Canadian County	18.85	15.92	15.79	12.70
Carter County	13.08	11.83	11.40	11.01
Cherokee County	13.95	12.49	12.38	10.78
Choctaw County	11.35	11.02	10.88	10.90
Cimarron County				
Cleveland County	19.89	18.74	17.31	14.77
Coal County	12.89	12.00	12.00	
Comanche County	16.28	14.54	13.24	11.63
Cotton County	14.00	12.00	12.00	12.00
Craig County	9.00	10.67	11.27	9.89
Creek County	13.80	12.82	12.77	11.02
Custer County	13.89	12.06	11.61	11.91
Delaware County	14.03	12.70	10.77	11.83
Dewey County				
Ellis County	13.56	12.00	12.00	12.00
Garfield County	15.38	14.02	13.17	11.94
Garvin County	13.48	11.87	12.00	10.68
Grady County	13.56	12.26	12.04	10.83
Grant County				
Greer County	13.55	11.68	11.33	10.55
Harmon County	12.31	10.46	10.47	10.00
Harper County	13.63	13.58	12.55	14.38
Haskell County		11.71	11.45	12.00
Hughes County	12.47	11.07	10.81	10.34
Jackson County	13.40	12.71	12.82	12.42
Jefferson County		10.00	10.00	10.00
Johnston County	14.00	12.00	12.00	12.00
Kay County	18.96	15.49	14.26	13.26
Kingfisher County	15.00	15.00	15.00	
Kiowa County	13.10	11.46	11.17	10.56
Latimer County	14.00	12.00	12.00	
Le Flore County	15.10	11.65	11.61	10.70
Lincoln County	15.09	12.58	13.02	10.31
Logan County	15.23	13.58	14.03	11.99
Love County	9.63	9.00	9.00	9.00
McClain County	14.73	13.97	13.61	11.41
McCurtain County	14.86	13.16	12.43	10.18
McIntosh County	14.00	11.71	12.00	11.43

Table B1:
Average Daily Charge Child Care Centers ($)
Full-time Care

	Infants & Toddlers	Twos & Threes	Fours & Fives	Kindergartners & School Agers
Major County	16.00	14.05	13.45	13.50
Marshall County	13.57	12.67	12.55	8.81
Mayes County	13.78	12.63	12.45	12.48
Murray County	13.00	11.74	11.64	11.50
Muskogee County	13.40	12.02	11.90	11.04
Noble County	14.63	12.59	11.96	10.90
Nowata County	14.00	12.00	12.00	11.52
Okfuskee County	14.00	12.00	12.00	12.00
Oklahoma County	20.19	17.79	16.56	13.54
Okmulgee County	13.32	11.53	11.39	8.78
Osage County	13.98	12.27	11.76	10.99
Ottawa County	13.92	12.06	12.06	11.40
Pawnee County	12.45	11.91	11.98	11.22
Payne County	15.92	14.12	13.21	14.44
Pittsburg County	14.34	12.63	10.45	11.57
Pontotoc County	14.34	12.65	12.34	10.77
Pottawatomie County	14.25	12.68	12.43	10.52
Pushmataha County	12.78	10.80	10.44	8.00
Roger Mills County	13.00	11.00	11.00	
Rogers County	15.03	13.20	12.78	11.58
Seminole County	14.16	12.38	11.94	10.59
Sequoyah County	13.56	12.27	12.27	10.96
Stephens County	13.95	12.76	12.62	12.44
Texas County	14.06	12.60	12.13	12.43
Tillman County	11.58	9.82	9.81	9.13
Tulsa County	20.44	18.17	17.67	14.05
Wagoner County	14.92	12.97	12.05	11.41
Washington County	17.42	15.58	15.24	10.20
Washita County	11.77	11.06	10.89	9.68
Woods County	13.50	13.50	13.50	13.50
Woodward County	12.61	11.99	11.95	9.89
State	17.53	15.74	15.27	12.82
High Rate Area	20.22	17.98	17.01	13.79
Medium Rate Area	15.59	13.95	13.33	11.83
Low Rate Area	13.69	12.12	11.84	10.76
Accredited	22.24	20.23	19.68	16.35
Not accredited	17.22	15.43	14.96	12.62

Table B7:
Average Daily Charge Family Child Care Homes ($)
Full-time Care

	Infants & Toddlers	Twos to Fives	Kindergartners & School Agers
Adair County	11.23	10.81	11.33
Alfalfa County	9.83	9.78	8.63
Atoka County	14.00	11.00	
Beaver County	13.33		
Beckham County	13.18	11.70	10.90
Blaine County	12.70	10.45	10.00
Bryan County	12.40	11.68	10.50
Caddo County	12.61	11.21	10.50
Canadian County	15.31	13.39	11.05
Carter County	13.52	11.70	9.85
Cherokee County	13.49	12.69	9.44
Choctaw County	11.74	11.32	11.60
Cimarron County			
Cleveland County	15.26	14.00	11.25
Coal County			
Comanche County	13.16	11.66	9.89
Cotton County	13.00	12.56	12.00
Craig County	13.00	10.68	10.29
Creek County	12.63	11.82	11.39
Custer County	12.56	11.24	10.64
Delaware County	13.00	11.00	10.00
Dewey County			
Ellis County	12.05	10.52	10.07
Garfield County	13.13	12.00	11.23
Garvin County	12.99	11.26	10.84
Grady County	12.92	11.76	10.60
Grant County	12.33		
Greer County	14.00	13.00	
Harmon County	13.00	11.00	11.00
Harper County	12.61	12.00	
Haskell County	13.02	11.12	10.67
Hughes County	10.00	10.00	
Jackson County	13.30	12.22	12.52
Jefferson County	12.76	11.38	10.50
Johnston County			
Kay County	12.67	11.75	10.85
Kingfisher County	12.17	11.48	11.70
Kiowa County	12.92	11.90	9.67
Latimer County	14.00	12.00	9.00
Le Flore County	12.05	11.31	10.14
Lincoln County	11.60	11.49	10.19
Logan County	13.51	12.21	10.23
Love County	15.00		11.00
McClain County	12.62	13.11	11.53
McCurtain County	13.06	11.77	9.19

Table B7:
Average Daily Charge Family Child Care Homes ($)
Full-time Care

	Infants & Toddlers	Twos to Fives	Kindergartners & School Agers
McIntosh County	12.41	10.90	9.83
Major County	13.00	12.50	
Marshall County	13.00	11.00	10.00
Mayes County	12.51	11.28	9.30
Murray County	12.00	10.81	9.67
Muskogee County	12.62	11.44	9.93
Noble County	13.65	11.74	10.69
Nowata County	15.00	10.33	10.00
Okfuskee County	12.37	10.62	10.33
Oklahoma County	15.06	13.84	11.11
Okmulgee County	12.72	11.25	10.16
Osage County	12.65	11.22	11.11
Ottawa County	12.50	11.35	10.00
Pawnee County	12.25	12.07	10.11
Payne County	15.17	13.94	13.23
Pittsburg County	13.09	11.88	10.60
Pontotoc County	11.73	10.52	9.00
Pottawatomie County	12.85	11.25	10.29
Pushmataha County	13.00	11.00	
Roger Mills County	12.36	10.60	
Rogers County	13.92	13.13	12.00
Seminole County	11.48	10.26	8.96
Sequoyah County	12.95	10.92	10.10
Stephens County	12.80	12.22	10.72
Texas County	11.75	11.74	10.70
Tillman County	12.02	10.94	9.67
Tulsa County	14.51	13.61	10.80
Wagoner County	13.02	11.24	10.00
Washington County	13.95	12.19	10.35
Washita County	10.41	10.00	10.00
Woods County	12.76	11.62	10.00
Woodward County	11.99	11.81	10.60
State	13.96	12.73	10.76
High Rate Area	14.85	13.75	11.01
Medium Rate Area	13.40	12.16	10.57
Low Rate Area	12.58	11.35	10.36